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ABSTRACT

The materials in this compilation focus on various aspects of Cuyahoga Community College's (CCC's) Urban Community College Transfer Opportunity Program (UCCTOP) activities. The first report provides on overview of CCC's UCCTOP emphases (i.e., early articulation initiatives and understandings, expansion of curricula linkages with postsecondary schools and universities, and initiation of second-generation articulation agreements); considers the role, structure and accomplishments of the UCCTOP project in creating a strategy for urban student transfer; and outlines plans for expanding and refining curricula articulation, student options, student tracking, and applied research. In addition, the following materials are provided: (1) a booklet describing CCC's UCCTOP project; (2) a student information brochure on transfer; (3) an informational guide for prospective transfer students on "How Courses Transfer"; (4) dual admission transfer guides for CCC and Wilberforce University for the Art, Business & Economics, Engineering, and Psychology Programs; (5) an Individualized Educational Plan form; and (6) a brochure describing Cleveland City Schools Careers Centers Operating Room Assistant program. (EJV)

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Cuyahoga Community College

THE URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITY PROGRAM (UCCTOP) AND CUYAHOGA COMMUNITY COLLEGE'S INSTITUTIONAL STRATEGY FOR EDUCATIONAL REFORM AND STUDENT TRANSFER SUCCESS IN GREATER CLEVELAND

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Nolen M. Ellison, President

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THE URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITY PROGRAM (UCCTOP) AND CUYAHOGA COMMUNITY COLLEGE'S INSTITUTIONAL STRATEGY FOR EDUCATION REFORM AND STUDENT TRANSFER SUCCESS IN GREATER CLEVELAND

I. A CONTINUING COMMITMENT AND STRATEGY FOR URBAN EDUCATION REFORM AND STUDENT SUCCESS

A. Early Articulation Initiatives and Understandings

For over two decades, Cuyahoga Community College (CCC) has responded to the challenge of educational access and opportunity for urban and minority students in Greater Cleveland. In attempting to decrease personal and other barriers to higher education for minority and 'disadvantaged' students, Cuyahoga Community College has sought the cooperation of area secondary school systems and four-year colleges and universities. From its early beginnings, collaborative activities have focused on strategies which have sought, in one form or another, to smooth the transitions students must make from public secondary school systems throughout Cuyahoga County to Cuyahoga Community College to four-year colleges and universities.

With strong focus on transfer preparation for students in its early years, Cuyahoga Community College's collaborations with four-year schools relative to student transfer were most informal. Many of the more than 15 early 'arrangements' were little more than verbal assurances for accepting courses completed at the Community College. "Generation One" articulation agreements, as they have been called, were varied and generalized in their content concerning the credits that would be accepted for transfer.

B. 1980 - 1984: Expansion of Curricula Linkages with Post-Secondary Schools as well as Universities.

In the early 1980s, particularly close ties were beginning to be built with the Cleveland Public Schools. So significant were such ties that the College and School System undertook a joint study of the nature of needed curricula linkages in their vocational offerings. The study was supported by a grant from the Cleveland Foundation and conducted by the National Center for Research in Vocational Education at The Ohio State University. The results offered recommendations and a model for systematic articulation between the two educational levels.

There were State requirements for annual local education area planning on the one hand. There were cooperative efforts toward community college to four-year college transfer of students on the other. The brief period between 1980 and 1984 saw rapid expansion in articulation activities and the demonstration of a clear institutional commitment. This commitment would soon be translated into a strategy for urban education reform within the framework of 2 + 2 + 2 educational planning. The most recent expansion of such efforts were encouraged by a 1982 grant from the Ford Foundation.

The issues related to 2 + 2 + 2 articulation began to be examined more

closely. The challenges which existed also presented themselves. A number of them had to be addressed if the College was to assure access and opportunity, but also options and success for students through its own level of preparation but also for those who desired subsequent education at the four-year college level.

There are many significant factors contributing to low rates of student transfer and persistance among minority students. Many of these were to be the basis of Cuyahoga Community College's 2 + 2 + 2 urban schooling improvement strategy. They were the following:

- o Inadequate personal preparation of many students for post-secondary education.
- o The inadequate and inappropriate preparation which students bring to the two-year college.
- o Need for appropriate and adequate assessment of academic preparation and career choice.
- o The nature and quality of articulation between the community college and receiving four-year institutions.

In essence then, the major elements of a 2 + 2 + 2 education and career program affected by Cuyahoga Community College's bridge building approach across high school that two-year college and the four-year college had begun to emerge. They were curricula improvements, academic and student support services, and the development of sound management information and data reporting systems.

C. 1984 - 1987: Moving Beyond Curricula Linkages and the Initiation of "Second Generation" Articulation Agreements.

Since 1982, the College had become acutely aware of the increasingly low rates of persistance, retention, and success of minority students -- both locally and nationally. They were failing to complete two-year academic programs. The number transferring to four-year baccalaureate degree-granting institutions was declining. Even among the minority students who did transfer, only a small proportion were completing baccalaureate degrees.

Thus, as it began its third decade, Cuyahoga Community College's executive leadership and professional staff developed and committed themselves to a strategy to improve educational access, opportunity and success for students seeking associate and baccalaureate degrees. Each element of this effort was designed to operate within the context of the College's overall strategic planning and institutional development framework.

Cuyahoga Community College has recognized that the ultimate success in educational reform in Greater Cleveland will be in increasing the pool, and improving the qualifications of high school graduates entering the two-year college; the quality and number of associate degrees granted; and the quality and number of associate degree

graduates transferring and graduating from four-year colleges and universities.

On October 1984, the College demonstrated its commitment to its third decade strategy by establishing a Center for Articulation and Transfer Opportunities. The mandate for the Center summarily rests in the planning and coordination of all articulation activities. At the same time, the College also launched its agenda for longitudinal research and follow-up of students in support of its programmatic activities in the area of urban and minority student education and success.

To accomplish its important goal, the College, working with area school systems and four-year institutions has developed and continues to strengthen a 2 + 2 + 2 strategy designed to eliminate redundancy and duplication of educational experiences, provide students with options, and assure transferability and acceptance of community college credits at the course level. In addition to this university transfer option, the College also endorses the core technical preparatory ("tech prep") curricula approach at the high school level. This curriculum provides vocational students with a core curriculum in mathematics or science as well as in critical literacy, communication and other skill areas in order to prepare them for success in a post-secondary technical program.

II. THE ROLE, STRUCTURE AND ACCOMPLISHMENTS OF THE URBAN COMMUNITY COLLEGE TRANSFER OPPORTUINITY PROGRAM (UCCTOP) IN FOCUSING A STRATEGY FOR URBAN STUDENT TRANSFER.

A. Goals of the Project

In 1982-3 and again beginning in 1984, support from the Ford Foundation funded UCCTOP grant has assisted the College in further developing and refining that portion of its urban education reform and student success strategy which focuses on enhancing minority student transfer to four-year colleges and universities. The CCC-UCCTOP program is designed to support the following efforts:

- o development and implementation of definitive articulation agreements with major receiving institutions in the area and state, and with historically black colleges and universities;
- o development and implementation of course equivalency and student transfer guides;
- o development of curricula linkages at the course, program, and degree levels between the College and its four-year "receiving" institutions; and
- o development and implementation of student counseling and advising programs between the College and its "receiving" institutions.

A closely related activity, the development and implementaton of longitudinal research, evaluation, student tracking and articulation

monitoring system related to minority student persistence and success through the baccalaureate degree, supplements the above listed and funded grant activities.

B. Structure and Approach for Program Improvement and Support Systems

The College's Center for Articulation and Transfer Opportunities (CATO) serves as the coordinating structure for achieving the goals of the UCCTOP grant. As described, the Center is mandated to provide college-wide leadership, coordination, evaluation, policy research and reporting services, particularly as they relate to enhancement of joint programming among school systems, four-year colleges and Cuyahoga Community College.

A UCCTOP Steering Committee is comprised of sub-committees with focused responsibility in specific grant outcome areas. These areas include curriculum, HBCU articulation, student services, transfer and articulation. The members of the Steering Committee bring external and internal expert 'advice' to issues and opportunities represented by the College's UCCTOP project. The Steering Committee is comprised of representatives from Cuyahoga Community College, secondary school systems and primary receiving four-year institutions. The Committee is chaired by the Dean of the University College - University of Akron.

During fiscal years 1987 and 1988, the Steering and sub-committees have continued to move forward in reviewing procedures and developing detailed course level equivalency and transfer guides between the College and its receiving institutions. They are refining student counseling and special support services, and assisting in the refinement of a student tracking system. The following sections briefly describe each of the UCCTOP grant activities or goals along with accomplishments that have been made to date toward each.

C. UCCTOP Activities and Accomplishments (1984-1987)

The following is a brief synopsis of the Cuyahoga Community College's UCCTOP accomplishments to date.

Grant Activity

PROVIDE CURRICULA LINKAGES, COURSE EQUIVALENCY AND TRANSFER GUIDES TO FACILITATE STUDENT TRANSFER TO FOUR-YEAR INSTITUTIONS.

Description and Status

Cuyahoga Community College has targeted its major local receiving insitutions, other Ohio colleges and universities, and various historically black colleges and universities for the development of specialized and well defined articulation linkages at the program and course level.

Course equivalencies continue to be identified with area universities for the purpose of providing students with transfer guides by program of interest. Updated equivalency guides have been completed with:

- o Wilberforce University
- o Dyke College
- o Central State University
- o University of Akron
- o Kent State University

Revision of course equivalency guides are underway with:

- o Ohio State University
- o Ohio University
- o Baldwin-Wallace College
- o Case Western Reserve University

Printing of updated guides is scheduled for Spring 1987.

In conjunction with the United Negro College Fund (UNCF)/Transfer Articulation Project (TAP), Cuyahoga Community College will be developing detailed course/program linkages in FY 87 with several historically black colleges. Among others, these schools include:

- o Clark College
- o Morehouse College
- o Spelman College
- o Jackson State
- o Morris Brown College
- o Tennessee State University
- o Tuskegee Institute
- o North Carolina Agricultural and Technical State University

The following institutions have been identified for detailed follow-up and program linkages in FY 88 and 89

- o Howard University
- o Atlanta University
- o Florida Agricultural and Mechanical University
- o Southern University
- o Prairie View University
- o Tennessee State University

The sixteen UNCF/TAP colleges and universities have been invited by Cuyahoga Community College to participate in its College Day in April, 1987.

Grant Activity

DEVELOPMENT OF AN INFORMATIONAL GUIDE FOR THE PROSPECTIVE CUYAHOGA COMMUNITY COLLEGE TRANSFER STUDENT ENTITLED HOW COURSES TRANSFER.

Description and Status

The comprehensive guide was developed through a joint effort of the UCCTOP subcommittee on transfer. It provides general and specific information deemed to be beneficial to students concerning the transfer process. Printing is scheduled for Spring, 1987.

Grant Activity

IMPLEMENTATION OF THE TRANSFER REQUEST INFORMATION SYSTEM.

Description and Status

Students requesting information from a specific four-year institution complete a special form. In addition to forwarding the request to the institution the Cuyahoga Community College counseling office enters the information into a Wang data base. As a result students receive information on the institution of interest from the Cuyahoga Community College counseling office (i.e.: campus visitations, special events, etc.).

Grant Activity

IMPLEMENTATION OF A COLLEGE/UNIVERSITY VISITATION PROGRAM.

Description and Status

This program provides the opportunity for Cuyahoga Community College students to visit four-year institutions to see the campus and learn more about their programs of interest.

In 1986 visits were arranged with the following schools:

- o Central State University
- o Kent State University
- o Cleveland State University
- o Wilberforce University
- o Baldwin-Wallace College

Visitations planned for Spring and Summer 1987 include

- o Central State University
- o University of Akron
- o Wilberforce University
- o Cleveland State University

Grant Activity

REVISE THE COLLEGE POLICY AND PROCEDURE REGARDING THE COLLEGE NOW (CREDIT-IN-ESCROW) PROGRAM.

Description and Status

The College NOW program gives qualified eleventh and twelfth grade high school students an opportunity to enroll in college level courses which complement and ensure a "head start" toward their educational goals and objectives. It provides an opportunity for students to explore new fields and become exposed to collegiate teaching methods.

A Cuyahoga Community College Board policy and procedure revision to the College NOW program has been purposed and submitted. In addition to a name change, the policy calls for the students to be at the eleventh or twelfth grade in high school and to assess at the 101 English (CCC) and/or mathematics levels in order to enroll at Cuyahoga Community College.

Grant Activity

DEVELOP A TRACKING AND DATABASE SYSTEM AND ADVISING PROGRAM FOR COLLEGE NOW STUDENTS.

Description and Status

A structured advising program was developed for College NOW students based on the information contained in a specially designed database. The advising program involves the student, counselors, and instructional faculty.

All students are sent a personalized letter from their counselor requesting that the student schedule an appointment for academic advising. Each student who does not meet with a counselor by a specified date receives a telephone call from the counselor. The purpose of the call is to check on the student's academic progress and to assist in solving any problems the student may have encountered. Instructional faculty issue mid-quarter grades to students and meet individually with those students experiencing academic difficulty.

All College NOW students all complete an Individual Educational Plan with their counselor.

Grant Activity

ESTABLISH A COUNSELING/SPECIAL ACTIVITIES PROGRAM.

Description and Status

The Division of Counseling has developed and implemented three workshops for all Cuyahoga Community College students and potential transfer students. The workshops assist students in identifying career options, clarifying goals, making educational and career choices and improving their study skills. Workshops are offered in College Survival Skills, Career Decision Making and How to Survive the College Transfer Process.

III. 1987-1992: EXPANSION AND REFINEMENT OF CURRICULA ARTICULATION, STUDENT OPTIONS, STUDENT TRACKING AND APPLIED RESEARCH

Referring again to the key issues which represent a basis for Cuyahoga Community College's 2 + 2 + 2 urban schooling improvement strategy, it becomes quite clear the the College has systematically addressed each. It has, and will continue to do so as an important part of its institutionalized programs and services. The issue of personal preparation of students for post-secondary education has been addressed through the College's counseling and advising programs. Students are provided with opportunities to participate in specialized workshops on decision making, and transfer processes. Personal and career counseling are also stressed.

The issue of inadequate and inappropriate academic preparation of

students for post-seconday education, (whether students have followed a college preparatory or vocational curricula in the secondary school) is also addressed. Cuyahoga Community College continues to address this issue by working with the 32 public and private area secondary schools and with four-year institutons. Together they seek to define "ladders" which students could follow to enhance their readiness for a two-year college progam, and therefore, their transfer to a linking career program at a four-year institution.

The need for appropriate and adequate assessment of students' academic preparation and career choices is also important. Such assessment serves as a basis for developing sound counseling and advising programs as well as for developing individualized educational plans. These areas are addressed through the College's mandatory assessment and placement procedures.

Issues related to the nature of articulaton with four-year school is likewise addressed. Although Cuyahoga Community College has, and continues to develop detailed articulation agreements with local, state and out-of-state educational institutions, the agreement of a receiving four-year institution to accept the courses and credits earned at the community college does not assure the student of credit for meeting specific discipline requirements. Consequently, the College will continue to develop, in conjunction with its receiving institutions, both the process and the criteria for determining the transferability of specific courses.

Cuyahoga Community College's partnership strategy with school systems and four-year colleges and universities continues to open doors which provide access to higher education for minority students. The strategy also assure student success in this important undertaking.

Cuyahoga Community College is encouraged by the formal cooperative strategy that is beginning to emerge in the Greater Cleveland area. Strong leadership at the helm of the local public school system; effective articulation and planning among all levels of educational institutions - both public and private; the demonstrated commitment of State Goverment to articulation and to human resource development; the commitment of corporate leadership groups to education; and the active participation of professional and civic groups in education are all part of a new formula for urban education reform. A focused and integrated education agenda is being put in place.

Through its Center for Articulation and Transfer Opportunities, its Urban Demonstration Model development, its Joint Center for Applied Research in Urban Education and its Longitudinal Research Agenda, Cuyahoga Community College will continue to seek ways to increase the rate of entry, retention and graduation of urban students at all levels of education. The Urban Demonstration Model, as a coordinating framework for programs and services, is grounded on the theoretical principles of 'effective schooling'. The model recognize that good schools, regardless of their level, can and do enhance student learning and outcomes through the planned action they take.

As it builds on its past and current successes, resources and

opportunities, Cuyahoga Community College will continue to engage itself in initiatives and partnership-building that are important to achieving success in the overall strategy to improve urban schooling and educational outcomes for young people and adults in the urban community. Key projects now coming underway at Cuyahoga Community College and with important implications for the remainder of the current decade are:

- o The ALTERNATIVE HIGH SCHOOL - A joint venture among Cleveland State University, Cuyahoga Commuinity College and The Cleveland Public School system that will address the needs of young men and women who have experienced difficulties with juvenile authorities prior to getting a high school diploma.

- o The MIDDLE COLLEGE PROGRAM - A joint venture with Cleveland Public Schools System and Cuyahoga Commuinity College that will seek to determine how "early college experiences" might be provided for students who show potential for academic success beyond the secondary school curricula.

- o THE JOINT CENTER FOR APPLIED RESEARCH IN URBAN EDUCATION.- A Cuyahoga Community College-based higher education inter-institutional effort to help analyze, interpret and offer proposals to local, state and federal agencies and lawmakers concerning the education and training issues and needs of urban residents.

These programs, together with those initiatives already underway at the College, will represent major directional goals for Cuyahoga Community College's Third Decade Agenda as it relates to young adults in the urban community. The sole beneficiaries of cooperative planning and program implementation are the young people and adults who deserve both opportunity and success in individual, personal, social, and economic development. It is such development that will enable them to participate effectively in development of their own and the larger community.

URBAN COMMUNITY COLLEGES TRANSFER OPPORTUNITY PROGRAM

Cuyahoga Community College

Nolen M. Ellison

Cuyahoga Community College is proud to be the oldest and largest community college in Ohio. Its mission is "To provide high-quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs — that promote individual development and improve the overall quality of life in a multicultural community."

In keeping with its mission, the College offers a full range of associate degrees accredited by the North Central Association of Colleges and Schools and approved by the Ohio Board of Regents. The degrees include the Associate of Arts, Associate of Science, Associate of Applied Business, Associate of Applied Science, Associate of Labor Studies, and Associate of Technical Studies.

Over the past three years, the College has adjusted and upgraded its programs to meet employer needs, to incorporate technological change, and to enhance the opportunity for students to transfer to and achieve a degree from a baccalaureate institution. Degree requirements have been strengthened and a core curriculum has been developed so that all students will have a common base of courses in English, mathematics, humanities, and the sciences.

Stimulated by the Ford Foundation Urban Community Colleges Transfer Opportunity Program (UCCTOP), the College has developed a demonstration model to improve the number of minority students who transfer to and achieve a degree from a baccalaureate institution. The College has completed definitive articulation agreements with many four-year institutions to ensure that students can transfer their credits and earn a baccalaureate degree. Cognizant of the underrepresentation of minorities in baccalaureate institutions, the College has also focused on programs to improve their rate of transfer to both area institutions and the historically black colleges.

The College can now point with pride to an increase in the number of students transferring as of Fall, 1986 over Fall, 1984. This preliminary finding supports the College's strategy and will guide further strengthening of its model in order to continue increasing the number of minority students who achieve baccalaureate degrees.

Nolen M. Ellison

President, Cuyahoga Community College

Articulation, Transfer and Curricula Ladders Subcommittee of the UCCTOP grant in session, l to r: Dr. Rudy Butler, Dean, College of Arts & Sciences, Kent State University; Dr. Lewis Galante, Dean of Instruction, Metropolitan Campus; Mrs. Ruth Solis, Coordinator Transfer Information; Mr. John Fousek, Marketing Specialist, Eastern Campus; Dr. Robert Clinkscale, Dean of Community Education/ Workforce Development Services; Dr. Mary Lou Conlin, Institutional Development Officer; Dr. Marion Reubel, Dean of the University College, University of Akron; Dr. Anne Bourjaily, Director, Center for Articulation and Transfer Opportunities; and Ms. Elizabeth Sinclair, Assistant to the Dean, Business Administration, College of Business, Kent State University.

In 1983, the Ford Foundation initiated a program to address its concern over the declining participation of minority students in higher education and their persistence to baccalaureate and graduate degrees. Several national studies had also pointed out that the majority of minority students participating in postsecondary education were enrolled in community colleges. Consequently, the Foundation looked to a selected number of urban community colleges, with their large minority populations, to develop model or demonstration programs designed to increase the number of minorities who obtain an associate degree and transfer to a baccalaureate granting institution.

In 1984, Cuyahoga Community College was one of twenty-four urban community colleges to receive funding from the Ford Foundation for a one-year planning project under its Urban Community Colleges Transfer Opportunity Program (UCCTOP). In the following year, the College was one of five community colleges funded by the Foundation for a three-year demonstration program to improve the number of minority students transferring to and achieving degrees from a baccalaureate institution. It was agreed that the CCC model would give special attention to developing linkages and transfer opportunities for minority students in historically black colleges and universities.

STRATEGY

The College's strategy for increasing the number of minority students transferring to baccalaureate institutions is based on

developing and implementing definitive articulation agreements with its major receiving institutions in the area and state and, in particular, with a number of historically black colleges and universities (HBCUs);

developing and implementing course equivalency and student transfer guides;

developing curricula linkages at the course, program, and degree levels between the College and its receiving institutions;

developing and implementing student counseling and advising programs between the College and its receiving institutions; and

developing and implementing a longitudinal research, evaluation, and data collection strategy and plan related to minority student success, persistence, and retention through the baccalaureate degree.

A key component of the CCC-HBCU design was a strengthened relationship with the United Negro College Fund strategy for increasing articulation programs between community colleges and black colleges and universities.

As part of its overall strategy, the College recognized the need to work with secondary school systems in coordinating their programs — particularly those in science, mathematics, language skills, and pre-engineering education — with the College's programs and in providing students with information and assistance related to the opportunities available to them in postsecondary education. The College received funding from the Cleveland Foundation to support this work. Additional support from the Minority Institutions Science Improvement Program and NASA provided other important program enhancement resources for the emerging model. Important work underway with the College Board's Project EQ was also made part of the systematic evaluation and assessment component of the overall program strategy.

When these projects and resources were linked with the UCCTOP activities, CCC was able to formulate a 2+2+2 curricula and student support strategy for encouraging minorities to take advantage of associate and baccalaureate degree opportunities.

Mary King, a CCC student studying Data Processing, listens as Thomas Schick, Director of Counseling, explains the transfer program.

STRUCTURE—

A Key Component of Model Building

In 1984, the College established its **Center for Articulation and Transfer Opportunities (CATO)**. The purpose of this organizational unit is to provide institutional leadership and coordination of all of the College's activities that impact student academic access, success, persistence, retention, and transfer. CATO's full-time director and clerical staff also provide support for the committees and College personnel who are involved in the implementation of the Ford Foundation UCCTOP grant.

To carry out the grant activities, the College established a steering committee made up of representatives from its receiving institutions, secondary school systems, and the College. The committee is chaired by the Dean of the University College, University of Akron, which is one of the College's major receiving institutions.

Four subcommittees were established to support implementation of the grant: Transfer, Curricula Ladders, Counseling, and, initially, Assessment. The Transfer subcommittee was charged with identifying and verifying the transferability of each of the College's courses with the following institutions: Cleveland State, Kent State, University of Akron, Baldwin-Wallace, Ohio University, Dyke, and, initially, Wilberforce and Central State. Following confirmation of

transferability of courses, a transfer guide is prepared that shows the course-by-course equivalencies between the College and the receiving institutions. However, to keep the information current, the College is working with some of its receiving institutions to computerize the course equivalency information. An additional document, a student transfer guide that explains procedures and requirements for transferring, has also been completed.

The Curricula Ladders subcommittee is responsible for identifying programmatic linkages between secondary, College, and four-year programs, in particular the vocational-technical programs. The subcommittee is also responsible for recommending areas or courses for which curriculum development or revision should be undertaken in order to improve the potential for students to move successfully through the education needed for a particular career.

During the second year of the grant, the **Counseling and Assessment subcommittees** were combined to facilitate coordination of the activities related to student intake and tracking. Incoming students were assessed, counseled, and provided with an individual educational plan based on their English and mathematics assessments

Wendy Johnston, a Baldwin-Wallace Admissions Counselor, discusses the four-year transfer opportunities at B-W with current CCC student, Anthony Stennis.

and educational goal. Through the Metropolitan Campus counseling department, a student tracking system was developed that can provide the College with information related to each student's counseling contacts, academic progress, program of interest or major, intent to transfer, and so forth. The tracking information is of course essential to evaluation of the activities in which a student participates in relation to transferring to a baccalaureate institution.

As the work progressed, a **Historically Black College subcommittee** was created in order to focus on articulation efforts with those institutions. Also, as the curricula and course transfer work drew together, the Transfer and Curricula Ladders committees were combined.

A working group of the UCCTOP includes, l. to r.: Mr. Gary Klein, Division Head, Health Careers & Natural Sciences, Western Campus; Mr. Jack Fear, Director, Vocational Education, Mayfield Public Schools; Dr. Robert Clinkscale, Dean of Community Education/ Workforce Development Services; and Mrs. Casmira DiScipio, Acting Director, Vocational and Career Education, Cleveland Public Schools.

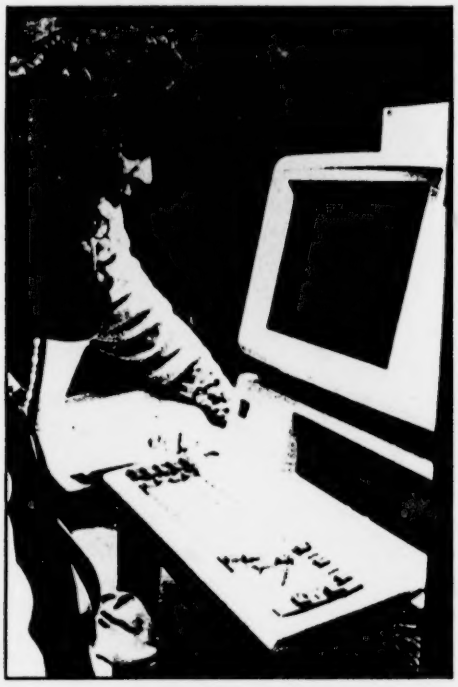
ACHIEVEMENTS

As Arthur Cohen points out in his 1984 study of the transfer function, the most effective transfer programs are those in which a single community college works out transfer agreements with the baccalaureate institutions in the immediate area. The College followed this finding when it initiated its articulation and transfer work with area senior colleges and universities, focusing on those institutions with strong potential for minority transfer and for programmatic linkages: University of Akron, Baldwin-Wallace, Kent State, Cleveland State, Dyke, Wilberforce, and Central State.

The College also found, through a Baldwin-Wallace study, that there was a significant correlation between the acceptance of course credits at the receiving institution and a student's subsequent transfer to and achievement of a baccalaureate degree from the receiving institution. This finding of course supports the College's strategy for identifying the course equivalencies between institutions and for preparing course equivalency guides that students can use in planning their academic programs.

The work of the Curricula Ladders subcommittee was designed to maximize both the transfer of courses and student success in the courses comprising their academic program. By working with the secondary school systems and some of the vocational schools in the area, the College anticipates that students will be appropriately prepared for their postsecondary educational experience at the College. Although it is too early to have supporting data, the expectation is that students, as a consequence of their coordinated secondary school preparation, will be more successful in their programs at the College and, subsequently, more likely to transfer and achieve a baccalaureate degree.

In carrying out the curricula work, the College has targeted those programs in which minorities have been seriously underrepresented: engineering, mathematics and the sciences. These are also the fields in which employment opportunities have been and continue to be available. In the Cleveland area, for example, employment in the more than twenty health careers for which the College has programs has been and continues to be particularly good.



Computer data is carefully reviewed by students in selecting their college and career goals.

The College has also been cognizant of the research related to the academic success of black students who attend or transfer to a historically black college. This finding lent impetus to the development of, for example, the articulation agreement with Wilberforce and to a program-specific transfer guide between the College's engineering associate degree program and Wilberforce's engineering program.

Several other definitive articulation agreements and program-specific linkages have been completed or are in progress. Agreements with Kent State and the University of Akron have been finalized. The College's nursing and law enforcement programs, for example, are fully transferable to Baldwin-Wallace; and the College is currently developing curricula ladders from its Early Childhood Education program through the University of Akron's teacher education programs.

Students reviewing college catalogs in CCC's counseling offices.

A study of the relation of the transfer program between the College and Baldwin-Wallace University found a significant relationship between a strong, proactive counseling and advising program and a student's persistence in the receiving institution to completion of a baccalaureate degree. Although institutions can and must provide accurate information related to career opportunities, transfer requirements, and so forth, students need personal advice and assistance in working out their career programs, choosing a baccalaureate institution, and carrying out both their programs and their actual transfer. To this end the College provides career development courses, academic and personal counseling, and individual educational plans for each student. The College also arranges on-campus conferences for students with advisors and admissions officers from its receiving institutions. Cleveland State personnel meet frequently with CCC students. Also, the College has assisted Central State and other institutions in arranging for students to visit their campuses. As many colleges have found, student visits to a campus appear to be particularly effective in influencing a student's decision to enroll in a given institution.

Using 1984 as the base year for initiation of its Urban Community College Transfer Opportunity Program strategies, the College can report some initial data related to the number of students transferring from the College to area baccalaureate institutions. For Fall, 1984, 469 students tranferred to Cleveland State; for Fall, 1986, 560 students transferred. The number of students who transferred from the College to the University of Akron increased from 98 to 104. Bowling Green transferees increased from 18 to 25; Kent State, from 133 to 170; and Ohio University from 16 to twenty-one.

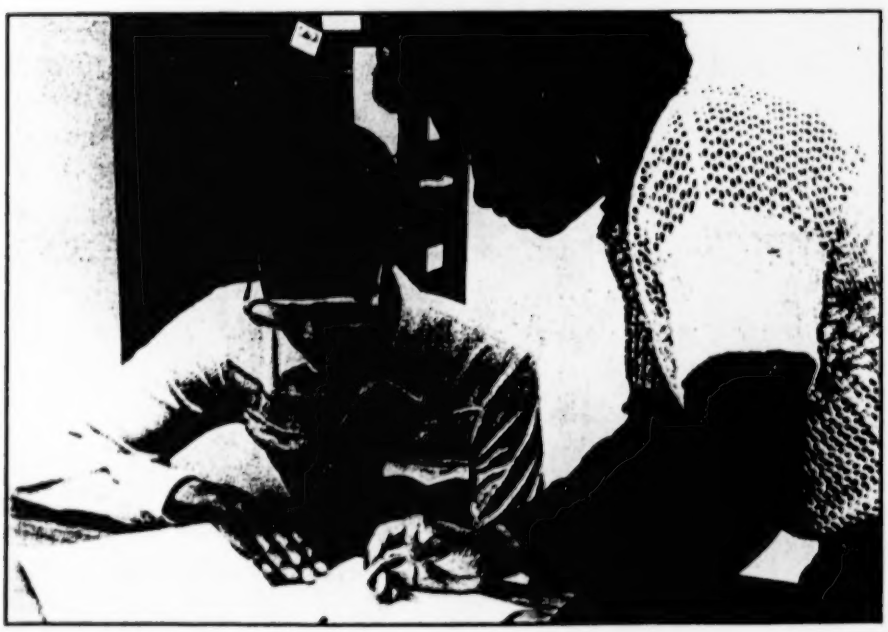
NEXT STEPS

In addition to continuing the activities discussed above, the College will concentrate on two areas in the months ahead. Its articulation with the historically black colleges will receive increased attention, particularly in terms of mathematics, science, and engineering programs. Executive level cooperation has been established, and a team of College personnel is visiting the targeted colleges. The opening of the College's Unified Technologies Center and the availability of advanced manufacturing, teleconferencing, advanced technologies, and biomedical programs and state-of-the-art equipment will increase the educational opportunities for students who elect a career in these areas. The College's partnerships with area industries will also increase the opportunity for students to participate in internships or coop programs. And the College's faculty externship program, which has permitted its engineering, health careers, and office automation faculty to spend an academic quarter in an area business or industry, assures students of currency and excellence in their instruction and increased potential for success in achieving a baccalaureate degree.

The second area of increased focus will be in research and evaluation that will provide the College with data and information to guide its continued efforts to improve the number of minority students who transfer to a baccalaureate institution. This will require the cooperation of the receiving institutions in tracking minority as well as academic and personal data. The lack of minority data has to date limited the College's knowledge of and ability to track its transferring minority students. However, area and national interest in the Urban Community College Transfer Opportunity Program has stimulated cooperative research and evaluation that will yield, over time, significant data for not only Cuyahoga Community College but also other institutions to draw on in order to improve the number of minority students who transfer to and achieve a degree from a baccalaureate institution. Indeed, this will be a "value-added" to the many long-range benefits that colleges, universities, and the nation will realize from the Ford Foundation's recognition of the declining participation of minorities in postsecondary education and its initiation of the Urban Community Colleges Transfer Opportunity Program.

Registering for college classes requires concentration.

An Electrical-Electronic Engineering Technology student in the college laboratory.



Counselors work step-by-step with students throughout their college careers.

Make University Graduation Your Goal

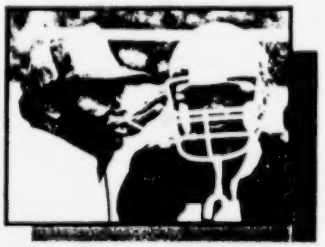
Two Ohio institutions of higher education are working together to put the four-year university degree within your reach. Cuyahoga Community College in Cleveland, Ohio, and Central State University in Wilberforce, Ohio, have formed a partnership to make higher education, specifically the university degree, available to you. They want you to be a part of this new educational opportunity. Through this plan you can progress from high school to Cuyahoga Community College to Central State University, successfully completing your four-year bachelor's degree.

What the CCC-Central State Partnership Means to You

This cooperative program succeeds by combining the junior and senior years of high school with two years at CCC and the last two years at Central State University.

The plan includes:

- Personalized admissions counseling for CCC and Central State.
- Coordinated financial aid assistance from both institutions.
- Shared academic and career counseling activities at both institutions and from high school counselors.
- Individualized Educational Plans that prepare you for CCC and Central State, beginning in high school and continuing through the senior year in college.
- Studies in science, mathematics and the humanities enhanced and supported throughout the entire program.
- Diverse campus life experiences that range from CCC's urban campus environment to Central State's rural college setting.
- Coordinated transfer of your course credits from CCC to Central State.



Central State is proud of its small college atmosphere. The Marauders

Your First Two Years at CCC: Affordable, Close to Home

Cuyahoga Community College offers affordable tuition, over 40 practical career programs and 35 liberal arts and sciences subjects. CCC's counselors provide personal assistance which helps students pinpoint their strengths and improve their weaknesses. An experienced faculty devote their time to teaching, counseling and conferring with students. The college provides an environment conducive to scholarship, with special emphasis on library and laboratory facilities. CCC students are trained to think critically, to solve problems and to master basic communication skills. They are also encouraged to develop those skills necessary for a productive vocation and an appreciation for lifelong learning.

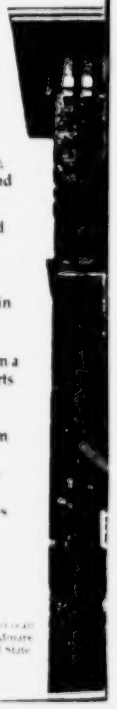
Life at CCC

Cuyahoga Community College enrolls 45,000 students annually, representing every background and interest. Many of these students prefer the economy of living at home. Many work part-time. The college's three modern, well-equipped campuses are conveniently located throughout the county: the Eastern Campus in Warrensville Township, the Metropolitan Campus in Downtown Cleveland, and the Western Campus in Parma.

Many high school graduates start their freshman and sophomore college studies at Cuyahoga Community College while they develop their career goals with the special guidance and support that CCC offers. Credits transfer easily to Central State University for students in this program.

CCC students find that the freshman and sophomore level courses transfer easily to Central State University.

Students may choose from a range of business, liberal arts and science courses which will meet Central State University's core curriculum requirements. Those who plan to transfer credits earn the Associate of Arts or the Associate of Science degrees at CCC.



Tallmadge Hall is an impressive landmark at Central State.

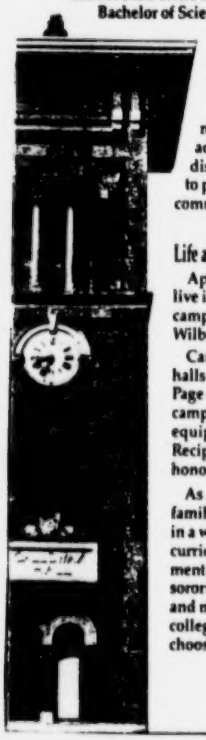
Transfer to a University With a History: Central State

Since its founding in 1887, Central State University has established itself as one of the great small universities in Ohio.

As one of Ohio's 12 publicly assisted universities, Central State provides educational opportunity for all, and provides personal, social and professional fulfillment through academic and intellectual experience and growth.

Central State is committed to academic excellence. The University's size, approximately 2,500 students, and the personal commitment of its faculty and staff make it possible for each student to attain maximum personal growth and achievement.

Central State offers the Bachelor of Arts, Bachelor of Science and Bachelor of Science in Education degrees through the College of Arts and Sciences, the College of Business Administration and the College of Education. More than 590 major academic programs are available.



The Central State campus in Greene County, near Xenia, provides an unhurried atmosphere for academic pursuits, but is within easy commuting distance of Dayton, Cincinnati and Columbus to provide the stimulation of metropolitan communities.

Life at Central State

Approximately half of the Central State students live in campus residence halls and participate in campus life. Off-campus housing is available in Wilberforce, Xenia and other nearby communities.

Campus life is centered around the residence halls and the Norman E. Ward Sr. University Center. Page Hall Honors Dormitory is a new addition to campus life and has special programs and computer equipment to enhance its academic atmosphere. Recipients of the President's Scholarship and other honor students may apply to live in Page Hall.

As a member of the Central State University family you will have an opportunity to participate in a wide range of social and educational extra-curricular activities, such as the Student Government Association, Greek-letter fraternities and sororities, social organizations, departmental clubs and more. Students may participate in intercollegiate athletics for men and women, or they may choose to take part in intramural sports competition.

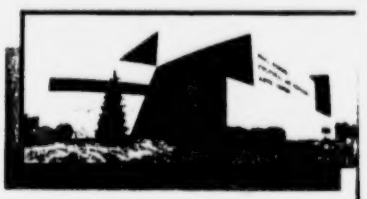
Theatrical productions, musical groups, and work on the campus newspaper, yearbook and radio station provide experience for students in those majors or for anyone who is interested in self expression.

A weekly convocation series at Central State brings outstanding speakers, guest lecturers, musical recitals and art exhibits to the campus throughout the year. The Paul Robeson Cultural and Performing Arts Center is a year-long showcase for campus and professional talent.

Special Programs at Central State

Transfer students at Central State are eligible for the two-year options of the U. S. Army Reserve Officers Training Corps Program (ROTC) leading to commissioning as a second lieutenant. During the junior and senior years ROTC students receive an allowance of up to $1,000 per year plus pay for external military training camps. Transfer students can also qualify for ROTC scholarships.

The Career Service Center at Central State provides a wide variety of career-related services to all students; annual youth motivation programs; quarterly career and teacher placement seminars; life-planning workshops; graduate/professional school assistance and a Career Day. The Career Service Center also coordinates on-campus interviews for internships and cooperative education assignments as well as for job placement following graduation.



The Paul Robeson Cultural and Performing Arts Center at Central State University

Cuyahoga Community College

Central State UNIVERSITY

For more information, send in this request to: Cuyahoga Community College, Metropolitan Campus-S&T 118, 2900 Community College Ave, Cleveland, OH 44115 or call Cuyahoga Community College, 348-4400, and ask for more information about the CCC Central State University Partnership.

Name

Address City State Zip

School Presently Attending

School Address

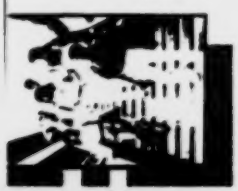
Year Graduating Counselor's Name (if available)

Home Telephone Number Hours you can be reached

For CCC Students Only: Hours Completed at CCC Major

Campus of Registration

Step Into a University Program Designed for You!



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Cuyahoga Community College
Metropolitan Campus
S & T 118
2900 Community College Ave.
Cleveland, Ohio 44115

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

27

HOW COURSES TRANSFER

DRAFT

An Informational Guide
for the
Prospective Transfer
Student

Prepared by Cuyahoga Community College
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February, 1987

DISCLAIMER

Consult with Legal Dept for suggested wording.

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HOW DECISIONS ARE MADE CONCERNING COURSES THAT WERE COMPLETED
BEFORE TRANSFERRING TO ONE OF THE INSTITUTIONS LISTED BELOW

Courses completed at one institution are evaluated for transfer purposes in various ways by different institutions. Usually the first document that is handled by the receiving institution is the official transcript sent from the home institution.

THE RECEIVING INSTITUTION IS THE COLLEGE OR UNIVERSITY
THAT YOU WISH TO ATTEND.

THE HOME INSITITUTION IS THE SCHOOL, COLLEGE, OR UNIVERSITY
THAT YOU ARE ATTENDING NOW.

OFFICIAL TRANSCRIPT	General information
WHO does the evaluation?	The courses listed on the official transcript of the home institution are evaluated for different purposes as well as by different offices at the receiving institution. At most universities the Registrar, Dean and Department Head evaluate the official transcript. At some colleges the offices involved are labeled differently.
WHY is the evaluation done?	The various offices at the receiving institution want to know how the previous course work completed at the home institution qualifies for meeting entrance requirements, graduation requirements and departmental requirements.
WHAT is evaluated?	All courses as well as credits earned are evaluated. Each course on the transcript is evaluated as to how it matches a course of the college, as to how it meets graduation requirements and as to how much credit each course is worth in either semester hours or quarter hours.

AT THIS POINT GRADE POINT AVERAGE IS NOT DISCUSSED

How does a receiving institution
get a copy of a transcript?

If you wish to transfer to another institution, you must complete a transcript request form at the Office of Admissions, pay the fee and state the name of the institution where the transcript is to be sent.

You do not handle the transcript.

TRANSFER OF COURSES General information

The administrators who normally evaluate the status of the courses listed on the Official Transcript are identified below. The second column indicates the purpose of the evaluation. The third column indicates the results of the evaluation.

Evaluator	Purpose	Comments
The Registrar	To be admitted to the institution.	The Office of Admissions determines which courses are qualified to receive credit at their institution, determines your status (provisional, qualified or unqualified) if, you, the candidate, are accepted to the institution and at what standing (Freshman, Sophomore, Junior or Senior).
The Dean	To be accepted in the college as a candidate for a degree in that college	The office of Dean of the College to which you are transferring discusses and determines which courses count toward specific degree.
The Department Head	To be accepted in the department.	Some of the departments re-evaluate the courses that are qualified to be counted toward a degree as a major in their department. Some courses fulfill graduation requirements but do not fulfill the departmental major requirements.

The information on the next pages has been compiled to help you understand the process that has been used by the institutions listed in the table in evaluating your transcript.

TRANSFER OF COURSES Specific information about each institution

The following institutions have provided information about the way the courses listed on the Official Transcript are handled in their offices. The information is organized by the official responsible, and shows why the evaluation is done and includes comments that pertain only to that institution.

CLEVELAND STATE UNIVERSITY

Evaluators	Purpose	Comments
The Registrar	To be admitted to the university.	The Office of Admissions does the preliminary evaluation of the courses completed at the home institution. They identify courses that qualify for transfer and determine your qualifications based on their standards.
The Dean	To be accepted in the college.	The dean of the college to which you are applying as a major if you are of junior standing determines how the non-university credits qualify in each college.
The Department Head	To be accepted in the department.	The Head of the Department checks your previous course record to determine if you have met all the course requirements to be a major in the department.

KENT STATE UNIVERSITY

Evaluators	Purpose	Comments
The Admissions Office		Admissions defers to the Dean of the College that houses the students' desired major in evaluating the courses from the home institution.
The Dean of College	To be accepted in the College.	Each college has the responsibility to determine how the course work from the home institution applies to the degree for that college.
The Department Head	To be accepted in the department.	The department head determines which courses meet the prerequisites for the advanced courses in the department.

UNIVERSITY OF AKRON

Evaluators	Purpose	Comments
The Registrar		The Registrar defers to the Dean of the College in the evaluation of the courses.
The Dean	To be accepted in the College.	The Dean of the University College evaluates the courses of the home institution to determine how much of the required course work has been completed.
The Department head	To be accepted in the department.	

BALDWIN-WALLACE COLLEGE

Evaluators	Purpose	Comments
The Registrar		The Registrar determines how the courses apply to the degree requirements as the credit evaluation is done.
The Dean	There are no separate Deans of the College.	
The Department Head	To be accepted in Department.	

DYKE COLLEGE

Evaluators	Purpose	Comments
The Registrar	To be admitted to the Institution.	The Registrar prepares a written document indicating which courses qualify for completing the different institutional requirements.
The Dean	To be accepted in the college (area).	
The Depart-ment Head	To be accepted in the department.	

CASE WESTERN RESERVE UNIVERSITY

Evaluators	Purpose	Comments
The Registrar		The Registrar defers to the Dean in the evaluation of courses
The Dean	To be accepted in the College	The Office of the Dean evaluates transcript for transfer credit. The student is sent a transfer evaluation which lists the courses acceptable for transfer credit and where appropriate, identifies the CWRU equivalent.
The Depart-ment Head	To be accepted in the department.	

OHIO STATE UNIVERSITY

Admissions Office	To be admitted to the University, in general, and the appropriate enrollment unit, specifically.	The Admissions Office prepares a course-by-course evaluation. Courses completed with a "C-" or better or a "pass" that are non-technical and non-remedial are converted to the appropriate credit.
The Dean		Each college determines degree requirements that transfer credit fulfills.
The Department		Department advisors may determine major requirements that transfer credit fulfills. In some cases, departments reserve the right to convert courses to the appropriate credit.

TRANSFER OF CREDITS General information

Since there are two major systems of terms, the credits have to be calculated in the term of the receiving institution. Since some courses do not earn the same credit at both the receiving institution and home institution, adjustments must be made. Sometimes partial credit is given, and sometimes more credit is given. There are times also that no credit is given for some remedial courses.

YOU ARE ADVISED TO LOOK UP THE COURSES THAT YOU HAVE COMPLETED AT THE HOME INSTITUTION IN THE COURSE EQUIVALENCY GUIDE TO VERIFY THE TRANSFERABILITY OF YOUR COURSE WORK AT THE RECEIVING INSTITUTION.

The following list identifies in general who calculates the credit hours, what purpose the calculation serves in the transfer process and the third column gives comments about the process.

Evaluators	Purpose	Comments
The Registrar	To determine the number of credits earned for the courses completed at the home institution.	Once the number of credit hours is calculated, the Registrar adds up the qualifying credits to determine your standing whether you are a Freshman, Sophomore, Junior or Senior.
The Dean	To determine if the number of credits for the courses completed fulfill the prerequisites to qualify entry into the college.	Sometimes the transferring student has completed all of course work but the credits are not equivalent and therefore it is possible that the student is deficient in the number of credits required.
The Department Head	To determine if the number of credits for the courses taken qualify for pre-major credit.	

TRANSFER OF CREDITS SPECIFIC INFORMATION ABOUT EACH INSTITUTION

The following institutions have provided information about the way the credits are calculated in their offices.

CLEVELAND STATE UNIVERSITY

Evaluators	Purpose	Comments
Registrar	To compare the credit earned at the home institution with the credit value at Cleveland State Univ.	The credit to be received will be the credit given at Cleveland State. This means that if the credit earned at the home institution is more in number, you will receive the number of credit hours that is given at Cleveland State.
Dean	To discuss the number of credits that can be applied toward a particular degree.	
Department Head		The Department Head of Engineering reevaluates all credit toward an Engineering Degree.

KENT STATE UNIVERSITY

Evaluators	Purpose	Comments
Admissions and Registrar	To equate the value of the quarter credit hour with the semester credit hours.	One quarter credit hour equals 2/3 of a semester credit hour.
Dean	The Dean does not evaluate the credit hours.	
Department Head		

UNIVERSITY OF AKRON

Evaluators	Purpose	Comments
Registrar		The Registrar defers to the Dean of the University College.
Dean	To equate the quarter credit hours to the Semester credit hours.	One quarter credit equals 2/3 of a semester credit hour.
Department Head		

Document number 0299Y (12/16/85) (Rev. 3/10/86) RES expanded 9/2/86, 1/30/87 Ohio State and CWRU added 2/87

BALDWIN-WALLACE COLLEGE

Evaluators	Purpose	Comments
Registrar	To determine how the courses receive credit, either credit or no credit.	
Dean		
Department Head		

DYKE COLLEGE

Evaluators	Purpose	Comments
Registrar	To equate the value of the credit earned with the credit offered at Dyke College.	One quarter credit hour equals 2/3 of a semester credit hour
Dean		
Department Head		

CASE WESTERN RESERVE UNIVERSITY

Evaluators	Purpose	Comments
Registrar		Defers to the Dean of the College
Admissions	To refer transcript to Dean.	
Dean	Equates quarter credit hours to semester credit hours	One quarter credit is the equivalent of 2/3 of a semester hour credit.
Department Head	To act as advisory to Dean in respective ares.	

OHIO STATE UNIVERSITY

Evaluators	Purpose	Comments
Admissions Office	To determine OSU credit to be awarded	Transfer credit is evaluated as one of the following: 1) a specific OSU equivalent; 2) "special" credit: undergraduate credit for which a specific equivalent course is not offered; 3) "deferred" credit: undergraduate credit in need of evaluation by the appropriate academic department to determine type of credit to be awarded; 4) "deferred"(?) credit: credit in need of evaluation by academic department to determine if college level, and if so, type of credit to be awarded; 5) "technical-special" credit: courses considered technical in nature for which further departmental and college evaluation is required to cetermine type of credit acceptability and how it may apply to an undergraduate degree.
The Dean	In some cases, to evaluate and determine credit to be awarded	"Deferred" and "Deferred"(?) credit is evaluated by the academic departments

GRADE POINT AVERAGE General information

Grade Point Average is often labeled as GPA.

The way the grade point average (GPA) is calculated varies with the different receiving institutions. Some institutions accept the grade point average from the transcript of the home institution. Others use the new determined credit hours and recalculate the grade point adverage. Some institutions calculate the F grade as zero, while others calculate it as a -1. Still others do not count it in determining the average. If a course is repeated, some institutions count the grade in both attempts rather than counting only the grade of the last course completed.

Also it is important to note that some departments require a different grade point average from the institutional grade point average. Usually the department grade point average requirement is higher than the institutional grade point average requirement.

GRADE POINT AVERAGE Specific information about each institution

The following institutions have provided information abaout the way the grade point average is calculated.

CLEVELAND STATE UNIVERSITY

WHO does the calculation?	Purpose	Comments
Registrar	To determine if a GPA of 2.0 or better is attained after all qualified courses have been identified.	The average includes all F grades and repeated courses. This way of calculating the credit value might mean that you will be earning a lower grade point average. Grade point average is not calculated if the student has received blanket credit for the first two years work and has earned a degree. If a student has been away from school for a significant time the grade point average is not calculated.
Dean	To determine if the grades of the courses meet the college GPA standards.	If there are more than 93 credits, the surplus credit does not count toward credit for graduation.
Department Head	To determine if the grades meet the departmental standards.	Some departments require a GPA of 2.5 GPA

KENT STATE UNIVERSITY

WHO does the calculation?	Purpose	Comments
Admissions	To determine if a GPA of 2.0 or better is attained after all qualified courses have been identified.	The letter grades of all courses completed are included in the calculation. That means that all F's and repeated courses are included in the calculation. This might result in a lower grade point average than earned at the home institution.
Dean	To determine if the grades of the courses meet the college GPA standards.	Some programs accept different grade point averages from the ones set by the University.

Department Head	To determine if the grades of the courses in the department meet the departmental standard.	

UNIVERSITY OF AKRON

WHO does the calculations?	Purpose	Comments
Registrar	To determine if the minimum grade point average is a 2.0 or better.	
Dean	To determine if the coursework meets the entry level requirement.	
Department Head		

BALDWIN-WALLACE COLLEGE

WHO does the calculations?	Purpose	Comments
Registrar	To determine if the minimum grade point average is a 2.0 or better. A grade point average of 2.5 is considered better.	
Dean		
Department Head		

DYKE COLLEGE

Who does the calculations?	Purpose	Comments
Registrar	To determine if the grade point average is a 2.0 or better.	
Dean	To determine if the grades of the courses meet the College G.P.A. standards.	
Department Head		

CASE WESTERN RESERVE UNIVERSITY

WHO does the calculation?	Purpose	Comments:
Registrar		
Admissions	To determine the grade point average.	Student must be 2.8 or better for admission.
Dean of Case Institute of Technology	To determine the grade point average for the science and math areas.	For entry into engineering.
Department Head		Transfer credit is granted only for eligible courses completed with the grade C or better. Neither the grades nor average achieved at other institutions are posted on the transcript or incorporated into the student's average at CWRU.

OHIO STATE UNIVERSITY

WHO does the calculation?	Purpose	Comments
Admissions Office	To determine if cumulative GPA is 2.00 or better.	Cumulative GPA as listed on transcript after final term of enrollment is used if available. Cumulative quality points and hours are used as listed if combining with another institution attended. Note: 2.00 is the requirement for general admission to the University. Some programs operate using separate, selective criteria and involve a referral to the college or department for an admission decision.
Office		

LETTER GRADES General Information

Some institutions will transfer for credit letter grades of D or better. However, most institutions require a C or better for the course to transfer. If you receive a D in a course, you may have to repeat the course at the receiving institution. It is also important to remember that some institutions do not calculate the grade point average when you enter the institution, so the letter grade may have no value as far as the grade point average is concerned. Sometimes it is calculated at the end of the senior year to figure honors.

LETTER GRADES Specific information about each institution

The following institutions have supplied information about the way letter grades are evaluated.

CLEVELAND STATE UNIVERSITY

The letter grades for the courses completed at the home institution are not recorded on the transcript of the receiving institution. However, the record of the letter grades received is maintained on the transcript of the home institution.

KENT STATE UNIVERSITY

Only the credits are maintained when transferring to Kent State University. The letter grades are recorded on the transcript of the home institution. Courses with grades of "D" or "F" will not transfer, however they will be considered in admission decisions to Kent State University Colleges with specific grade Point average requirements and in figuring Honors for graduation.

UNIVERSITY OF AKRON

BALDWIN-WALLACE COLLEGE

DYKE COLLEGE

Courses with letter grades of "D" or "F" will not transfer.

CASE WESTERN RESERVE UNIVERSITY

Only transferable courses completed with the grade C or higher are accepted for transfer credit. Grades for transferred courses are not posted or averaged on the CWRU transcript.

OHIO STATE UNIVERSITY

A grade of "C-" or better or a "pass" (on a "pass/non-pass" system) must have been achieved for credit to transfer. GPA is calculated for admission purposes to the University and for programs within the University. Grades do not transfer. An OSU GPA is based on courses completed at OSU. Transfer credit is posted to a record as "K" credit.

MAXIMUM NUMBER OF CREDIT HOURS THAT WILL TRANSFER

Some institutions accept a certain number of credits even though the transcript has more credits recorded on it. Therefore, some credit hours might be lost if attention is not paid to this policy at the receiving institution.

CLEVELAND STATE UNIVERSITY

This institution accepts up to 96 quarter credit hours.

KENT STATE UNIVERSITY

This institution has no maximum number of credit hours that it will accept for transfer purposes.

UNIVERSITY OF AKRON

This institution has no maximum number of credit hours that it will accept for transfer purposes.

BALDWIN-WALLACE COLLEGE

This institution accepts up to 93 quarter credit hours.

DYKE COLLEGE

This institution has no maximum number of credit hours that it will accept, but it requires 33 hours of course work there.

CASE WESTERN RESERVE UNIVERSITY

Western Reserve University posts all transferred work on the transcript. However, because of the College's residence requirement, no more than 60 semester hours of transferred credit will be applicable toward the total of 120 hours required for the degree. All candidates are required to earn at least 60 hours in CWRU, including 30 taken while a senior.

Case Institute of Technology will accept up to 85 semester credit hours. A minimum of 50 credit hours must be taken on campus with certain courses absolutely required to be taken at CIT.

OHIO STATE UNIVERSITY

This institution has no maximum number of hours that it will accept for transfer purposes. However, transfer students must meet the residency requirement, generally 45 quarter hours of credit, in the college from which they wish to receive a degree.

BLANKET CREDIT

Blanket Credit is a name given to the way a transcript is evaluated if it is not done in the usual way. Usually a degree is already granted and the value of the degree is translated into the status of Junior at the receiving institution.

Some institutions accept a student with the status of a Junior if the transcript shows that the student has earned an Associate Degree at an accredited two-year school. No evaluation of the courses is done. Other institutions require that the student be enrolled in a 2 + 2 program in order to receive blanket credit.

CLEVELAND STATE UNIVERSITY

This institution accepts blanket credit for those students who have earned an Associate Degree. The students enter as Juniors ready to major in their field of speciality.

KENT STATE UNIVERSITY

In most cases, evaluations are done on a course by course basis. The Dean of the College will give blanket credit for students having successfully completed a 2 + 2 program (that is programs for which specific transfer agreements exist).

UNIVERSITY OF AKRON

Blanket credit is given for students who are enrolled in the 2 + 2 programs.

BALDWIN-WALLACE COLLEGE

Blanket credit is given for students who are enrolled in the 2 + 2 programs.

DYKE COLLEGE

Evaluations are done on a course by course basis.

CASE WESTERN RESERVE UNIVERSITY

Blanket credit (60 hours) is given to students who have earned a baccalaureate at an accredited 4-year, degree granting institution. Transfer credit for an Associate Degree is determined on a course by course basis.

OHIO STATE UNIVERSITY

A transcript evaluation is done on a course-by-course basis.

CREDIT GRANTED FOR COURSE WORK DONE AT NON-ACCREDITED INSTITUTIONS

ACCREDITATION is a term used by institutions to indicate that the institution has met the minimum requirements in academic coursework to meet the standards set by certain accrediting associations.

Not all institutions have met the standards set by accrediting agencies in order to be called accredited. As a result, some receiving institutions do not accept any credit for coursework done at these institutions. However, there are sometimes exceptions.

CLEVELAND STATE UNIVERSITY

Cleveland State does not accept credit from non-accredited institutions.

KENT STATE UNIVERSITY

Kent State University does not award credit from non-accredited institutions. However, some colleges at Kent will evaluate the course work on an individual basis.

UNIVERSITY OF AKRON

No credit is awarded for course work done at a non-accredited institution.

BALDWIN-WALLACE COLLEGE

No credit is awarded for course work done at a non-accredited institution.

DYKE COLLEGE

No credit is awarded for course work done at a non-accredited institution.

CASE WESTERN RESERVE UNIVERSITY

Case Western Reserve University does not accept credit from non-accredited institutions. Proficiency exams may be attempted if the respective department agrees.

OHIO STATE UNIVERSITY

Transfer credit is not awarded for courses completed at a non-accredited institution.

TRANSFER OF COURSE WORK COMPLETED BY CORRESPONDENCE

Course work completed at correspondence schools is treated differently at the various institutions. Some accept a maximum number of hours. Others accept courses that are equivalent to courses offered at the institution. Acceptance also is dependent on the accreditation status of the correspondence school.

The following institutions have supplied information about the way correspondence courses are treated at their institution.

CLEVELAND STATE UNIVERSITY

Cleveland State accepts a maximum of 15 quarter credit hours from accredited colleges and universities that offer correspondence courses. The courses are evaluated on a course by course basis by the Office of Admissions.

KENT STATE UNIVERSITY

Kent State University accepts up to 12 semester hours of course work done through correspondence.

UNIVERSITY OF AKRON

Not applicable.

BALDWIN-WALLACE COLLEGE

Correspondence work done through another institution is evaluated course by course by the Registrar.

DYKE COLLEGE

Correspondence work done at another institution is evaluated course by course by the Registrar.

CASE WESTERN RESERVE UNIVERSITY

Correspondence work done through an accredited institution of higher education will be evaluated on a course by course basis by the Office of the Dean. The student will be expected to provide copies of syllabi, assignments, and examinations.

OHIO STATE UNIVERSITY

Ohio State accepts a maximum of 30 quarter hours of credit for correspondence courses and extension work from accredited colleges and universities. The courses are evaluated on a course-by-course basis by the Admissions Office.

COURSES TAKEN DURING MILITARY SERVICE

Some institutions accept courses taken during military service. Others do not. The following institutions have supplied information concerning the acceptability of courses taken during military service.

CLEVELAND STATE UNIVERSITY

Credit is granted.

KENT STATE UNIVERSITY

Credit is granted. However, the number of credit hours accepted varies from program to program. Credit is granted depending on major. See your major advisor.

UNIVERSITY OF AKRON

No information.

BALDWIN-WALLACE COLLEGE

No credit is granted.

DYKE COLLEGE

Credit is granted.

CASE WESTERN RESERVE UNIVERSITY

Credit is granted for courses taken during military service when this credit was awarded through an accredited institution of higher education.

OHIO STATE UNIVERSITY

Credit may be awarded for college-level U. S. Armed Forces Institute (DANTES) courses. Service schools are evaluated on a course-by-course basis. No credit is awarded for basic training. Transfer credit for courses completed at accredited institutions while in the military is awarded.

CREDIT BY EXAMINATION

Sometimes it is possible to receive credit by examination at the home institution. When you transfer, it is possible to lose that credit at the receiving institution. Some institutions will require you to take the course at their institution.

CLEVELAND STATE UNIVERSITY

Credit earned by examination will transfer if the course transfers.

KENT STATE UNIVERSITY

If the credit by examination is included as part of the student's transcript, Admission will post to the evaluation. It is then up to the student's Kent State University College to determine whether or not the credit by exam will count toward the desired degree program.

UNIVERSITY OF AKRON

BALDWIN-WALLACE COLLEGE

Courses completed by credit by examination do not transfer.

DYKE COLLEGE

Credit earned by examination will transfer if the course transfers.

CASE WESTERN RESERVE UNIVERSITY

Credit earned by examination at other institutions does not transfer.

OHIO STATE UNIVERSITY

Official score reports for the College Level Examination Program (CLEP) and the Advanced Placement Program (APP) must be submitted to the University for credit to be awarded. CLEP scores should be submitted to the Admissions Office and APP scores to the Office of Testing. (Note: credit is not awarded for the CLEP general exams.)
Departmental exams to receive credit by examination are available through the Office of Testing. Transfer credit is not awarded for credit received by examination from the home institution.

PROFICIENCY TESTS

Some institutions require you to take proficiency tests to determine your level of preparation in the course work. If the results of the tests surpass the minimum standards of the course, it is possible to receive credit for the work completed.

CLEVELAND STATE UNIVERSITY

Credit is granted to courses completed by a proficiency test if it is NOT in English or Mathematics.

KENT STATE UNIVERSITY

If the credit is recorded on the transcript of the home insititution, credit is granted. If you wish to earn credit-by-examination, you will be referred to the department where the course is offered.

UNIVERSITY OF AKRON

No information.

BALDWIN-WALLACE COLLEGE

Credit it not granted for course work completed by a proficiency test.

DYKE COLLEGE

Credit is granted for courses completed by a proficiency test.

CASE WESTERN RESERVE UNIVERSITY

Credit is granted in many departments for courses completed by proficiency examination. All students receiving transfer credit for English Composition are required to achieve a grade of C or higher on an English composition competence test.

OHIO STATE UNIVERSITY

Placement examinations in English, Mathematics, and foreign languages are given at an orientation program or through the Office of Testing. It is possible to receive credit for courses with the results of the English and foreign language examinations.

CLEP (College Level Examination Program)

If a student has completed course work through the C. L. E. P., credit is evaluated differently at the individual institutions.

CLEVELAND STATE UNIVERSITY

Credit is granted.

KENT STATE UNIVERSITY

Credit is awarded based on official scores.

UNIVERSITY OF AKRON

BALDWIN-WALLACE COLLEGE

DYKE COLLEGE

Credit is granted.

CASE WESTERN RESERVE UNIVERSITY

Case Western Reserve University does not accept course work through the C.L.E.P.

OHIO STATE UNIVERSITY

Official score reports for the College Level Examination Program and the Advanced Placement Program (APP) must be submitted to the University for credit to be awarded. CLEP scores should be submitted to the Admissions Office. Credit is awarded from subject exam scores. Credit is not awarded for the CLEP general exams.

CERTIFICATES

Some two-year programs offer certificates to students who have completed a certain number of credit hours for courses leading to an associate degree. Other institutions offer certificates for completing certain alternative educational experiences. Depending on the type of course, transferability is possible at some institutions. The following institutions have supplied information about the transferability of courses that comprise a certificate.

CLEVELAND STATE UNIVERSITY

This institution does not evaluate certificate work.

KENT STATE UNIVERSITY

Kent State University does not evaluate certificate work.

UNIVERSITY OF AKRON

BALDWIN-WALLACE COLLEGE

This institution does not evaluate certificate work.

DYKE COLLEGE

This institution reviews course work completed for a certificate and evaluates for credit determination.

CASE WESTERN RESERVE UNIVERSITY

This institution does not evaluate certificate work.

OHIO STATE UNIVERSITY

A course-by-course evaluation is prepared of official transcripts from collegiate sources.

Credit is awarded for programs completed through organizations/agencies that offer non-collegiate sponsored instruction. Credit decisions are based on recommendations listed in publications of the American Council on Education, the Council on Postsecondary Education, and the National Program on Non-Collegiate Sponsored Instruction as well as policy determined by OSU academic departments and administrative bodies governing transfer credit in general.

OTHER EDUCATIONAL EXPERIENCES

Some business corporations have educational training programs. Some of them are approved by A. C. E. Some educational institutions provide credit for this experience. The following institutions have provided information concerning other types of educational programs.

CLEVELAND STATE UNIVERSITY

Credit is granted upon completion of the departmental exam concerning the same material.

KENT STATE UNIVERSITY

An evaluation of the program is made.

UNIVERSITY OF AKRON

BALDWIN-WALLACE COLLEGE

The program is assessed and credit for prior learning can be earned.

DYKE COLLEGE

Credit can be earned as life experience.

CASE WESTERN RESERVE UNIVERSITY

A student can cross-register (one course per semester) provided that the student is a full-time student at home institution. The Dean of Academic Affairs determines feasibility of the request for cross-registration.

OHIO STATE UNIVERSITY

Credit is awarded for programs completed through organizations that offer non-collegiate sponsored instruction based on recommendations listed in publications of the American Council on Education, the Council on Postsecondary Education, and the National Program on Non-Collegiate Sponsored Instruction as well as policy determined by OSU academic departments and administrative bodies governing transfer credit in general.

Document number 0299Y (12/16/85) (Rev. 3/10/86) RES expanded 9/2/86, 1/30/87
Ohio State and CWRU added 2/87

CREDIT IN ESCROW

Some institutions offer the opportunity to high school students to enroll in certain courses at the institution. The credit earned is put in "escrow" to count towards graduation when the student enrolls in a college of the university. Depending on the course, college credit is granted for courses completed during high school. The following institutions have provided information about the credit in escrow programs.

CLEVELAND STATE UNIVERSITY

This institution has a SYAP program for youths in high school. Courses corresponding to the courses in the program would be accepted for credit.

KENT STATE UNIVERSITY

Kent State University does not evaluate credit in escrow.

There is an early admissions program for high school students. Equivalent courses completed during high school would qualify for credit.

UNIVERSITY OF AKRON

BALDWIN-WALLACE COLLEGE

This institution has a talented high school program. Equivalent courses completed during high school would qualify for credit.

DYKE COLLEGE

This institution has a credit in escrow program. Equivalent courses completed during high school would qualify for credit.

CASE WESTERN RESERVE UNIVERSITY

This institution has a pre-college scholar program for talented high school students. Credit earned at the university through this program qualifies for credit applicable toward the satisfaction of degree requirements.

OHIO STATE UNIVERSITY

Ohio State University has a Concurrent Enrollment Program for qualified high school students to earn undergraduate credit while in high school. Credit earned in a similar program at another college/university would be evaluated on a course-by-course basis consistent with general transfer credit policy.

Document number 0299Y (12/16/85) (Rev. 3/10/86) RES expanded 9/2/86, 1/30/87
Ohio State and CWRU added 2/87

ADVANCED PLACEMENT

Some high schools have an advanced placement program and most institutions accept coursework done if part of the advanced placement program.

CLEVELAND STATE UNIVERSITY

This institution accepts courses in the advanced placement program. The admissions officer refers the courses to the appropriate college for evaluation.

KENT STATE UNIVERSITY

Advanced placement is accepted if part of the transcript. The admissions officer and Honors College evaluate the courses if they were completed in high school.

UNIVERSITY OF AKRON

BALDWIN-WALLACE COLLEGE

This institution accepts credit for courses upon proof of a grade for the course from the high school.

DYKE COLLEGE

This institution accepts credit for A-P courses.

CASE WESTERN RESERVE UNIVERSITY

This institution accepts credit for courses upon presentation of an advanced placement examination test report. Most courses require a grade of 4 or 5.

OHIO STATE UNIVERSITY

Generally, a score of 3, 4 or 5 on an APP exam will result in credit awarded. (Note: no credit is awarded for a score of 3 on the American History and European History exams.)

OPPORTUNITY TO VALIDATE OR SUBSTITUTE COURSES

Some institutions provide the opportunity to validate courses that can possibly qualify to fulfill the requirements for graduation. Sometimes a course can be substituted for a course that is required for graduation if the purpose of the course is in agreement with the philosophy of requiring the course for graduation. The following institutions have provided information about validating and substitution of courses.

CLEVELAND STATE UNIVERSITY

This institution does a complete course by course evaluation and if appropriate the course can count toward completing the graduation requirements.

KENT STATE UNIVERSITY

This institution does a complete course by course evaluation in the Dean's office.Validation or substitution of courses is determined by the student's major advisor at the College level.

UNIVERSITY OF AKRON

BALDWIN-WALLACE COLLEGE

This institution does a course by course evaluation if necessary. Courses will receive elective credit only.

DYKE COLLEGE

This institution does a course by course evaluation.

CASE WESTERN RESERVE UNIVERSITY

This institution does a course by course evaluation. The student is advised by the Dean's Office of the extent to which they have satisfied specific degree requirements.

OHIO STATE UNIVERSITY

The student's college office/academic advisor determines how transfer credit fulfills degree program requirements and provides an opportunity to validate and/or substitute courses. This may also be done with other OSU courses in consultation with an academic advisor.

COURSE EQUIVALENTS

In order to determine how individual courses transfer to the various institutions, a course equivalency guide has been prepared for your use. If you wish to transfer with full junior status, it is recommended that you follow the program planner of courses that corresponds with the univerity to which you wish to transfer. When planning for elective courses, it is advisable to consult the course equivalency book to determine how it is evaluated at the receiving institution.

CLEVELAND STATE UNIVERSITY

Equivalent courses transfer in total for credit if the grade earned is a C or better. However, the letter grade is not recorded on the transcript.

KENT STATE UNIVERSITY

Equivalent courses are identified in the course equivalency guide. The guide indicates the number of credit hours earned.

UNIVERSITY OF AKRON

Equivalent courses will transfer into the general studies area of the University College.

BALDWIN-WALLACE COLLEGE

Equivalent courses transfer with elective credit.

DYKE COLLEGE

Equivalent courses transfer in total for credit if the grade earned is a "C" or better.

CASE WESTERN RESERVE UNIVERSITY

Equivalent courses transfer if the grade earned is C or higher.

OHIO STATE UNIVERSITY

Ohio State University is on the quarter system. Courses completed on the quarter system transfer with the same credit value. Equivalency is based on course content, not credit value.

NON-EQUIVALENT COURSES

There are courses offered at one institution that are not offered at other institutions. Sometimes the courses qualify for credit if the receiving institution accepts it. Sometimes the course can qualify for graduation requirements. The following institutions have supplied information concerning non-equivalent courses.

CLEVELAND STATE UNIVERSITY

Some courses qualify as elective credit. The courses are reviewed and evaluated for credit.

KENT STATE UNIVERSITY

This institution lists the name of the course as it transfers, perhaps with credit, perhaps without.

UNIVERSITY OF AKRON

The Dean of the college determines applicability of any non-equivalent courses. Credit may by granted depending on the type of course.

BALDWIN-WALLACE COLLEGE

No information.

DYKE COLLEGE

The courses are reviewed and evaluated. Some courses qualify for credit.

CASE WESTERN RESERVE UNIVERSITY

The Office of the Dean determines the applicability of non-equivalent courses for collegiate requirements. The department determines their applicability for major requirements. The evaluation is done on a course by course basis to determine if the courses are comparable to CWRU courses.

OHIO STATE UNIVERSITY

The student's college office determines degree requirements that transfer credit fulfills. "Special" credit is reviewed on a course-by-course basis and may be used to fulfill basic education university requirements, college requirements, major requirements, or as electives. The student may petition to use individual "technical-special" courses credit toward degree program requirements. It is only through the successful completion of the petitioning process that "technical-special" credit courses can be added to the student's OSU record.

COURSES THAT ARE PART OF A SEQUENCE

Courses that extend over several terms can cause problems if the complete sequence is not taken while enrolled at the home institution. In addition, some institutions are on the semester term and others are on the quarter term. When transferring courses that exceed a term, sometimes you have to repeat the last term since the information to be learned will be incomplete due to the difference in the length of the term.

The following institutions have supplied information about courses that make up part of a sequence.

CLEVELAND STATE UNIVERSITY

A course will transfer as part of a sequence for a comparable course.

KENT STATE UNIVERSITY

No information.

UNIVERSITY OF AKRON

No information.

BALDWIN-WALLACE COLLEGE

Baldwin-Wallace College will give credit for course that has a C or better. But the grade does not transfer.

DYKE COLLEGE

The course is reviewed and evaluated before granting credit.

CASE WESTERN RESERVE UNIVERSITY

No information.

OHIO STATE UNIVERSITY

A course-by-course evaluation is completed by the Admissions Office. Course equivalency is based on course content. If the content of a sequence of courses has been successfully completed the entire sequence will be awarded. Ohio State would award transfer credit for a course in which a grade of "D" was received if the course as stated in the catalog is part of a sequence and prerequisite to the next course in the department completed with a "C-" or better.

TRANSFERABILITY OF GRADES

None of the institutions will transfer the letter grade on to their transcript. This can cause problems with the grade point average at certain times.

In order for a course to transfer, the letter grade of the home institution must be of a certain value. This varies from institution to institution.

The following institutions have supplied information concerning transferability of grades.

CLEVELAND STATE UNIVERSITY

A grade of "C" or better for courses that transfer is required.

KENT STATE UNIVERSITY

A grade of "C" or better for courses that transfer is required.

UNIVERSITY OF AKRON

BALDWIN-WALLACE COLLEGE

DYKE COLLEGE

A grade of "C" or better for courses that transfer is required.

CASE WESTERN RESERVE UNIVERSITY

A grade of "C" or higher is required if a course is to transfer.

OHIO STATE UNIVERSITY

In general, all non-technical and non-remedial courses in which a "C-" or better is received will transfer. Credit is posted to a student's permanent record as "K" credit. Grades are not posted. An OSU grade point average is based on courses completed at Ohio State.

PARTIAL CREDIT

Somestimes credit can be earned for completing part of a course. In this case partial credit is given for the work accomplished. When a student wishes to transfer this partial completion of a course might cause problems. The following institutions have supplied information about the way they evaluate work that has been completed on a partial basis only.

CLEVELAND STATE UNIVERSITY

Cleveland State honors with work completed if it meets the level expected at their institution.

KENT STATE UNIVERSITY

Kent State University will honor the partial credit if the course is listed with a title on the transcript.

UNIVERSITY OF AKRON

No information.

BALDWIN-WALLACE COLLEGE

Baldwin-Wallace will accept the credit if the grade earned is a "C" or better.

DYKE COLLEGE

Dyke College will accept the credit if the grade earned is a "C" or better.

CASE WESTERN RESERVE UNIVERSITY

CWRU will accept the credit only if the course is deemed transferable in the first place and is posted on the transcript with a grade of C or higher.

OHIO STATE UNIVERSITY

A course-by-course evaluation is completed to determine transfer credit to be awarded. The total number of quarter hours awarded is based on the total number of quarter hours completed with a grade of "C-" or better as listed on an official transcript. (See Transfer of Credit section).

APPELLATE PROCESS

If there are questions about the decisions concerning the evaluation of a transcript there are ways of finding answers to the questions. However, the process varies from institution to institution. The following institutions have supplied information about the way a student can question the decisions made about the transfer process.

CLEVELAND STATE UNIVERSITY

Cleveland State will honor the appellate process if the student begins the process at the college involved. It then can proceed to the Dean of that college. The Dean usually discusses the issue with the admissions office or refers it back to the admissions office.

KENT STATE UNIVERSITY

Kent State will honor the appellate process if the student begins the process at the college involved.

UNIVERSITY OF AKRON

The Dean of the University College usually handles any question.

BALDWIN-WALLACE COLLEGE

No information.

DYKE COLLEGE

The appellate process begins with the academic discipline and then to the Dean of Instruction. It then proceeds back tne the registrar for an evaluation.

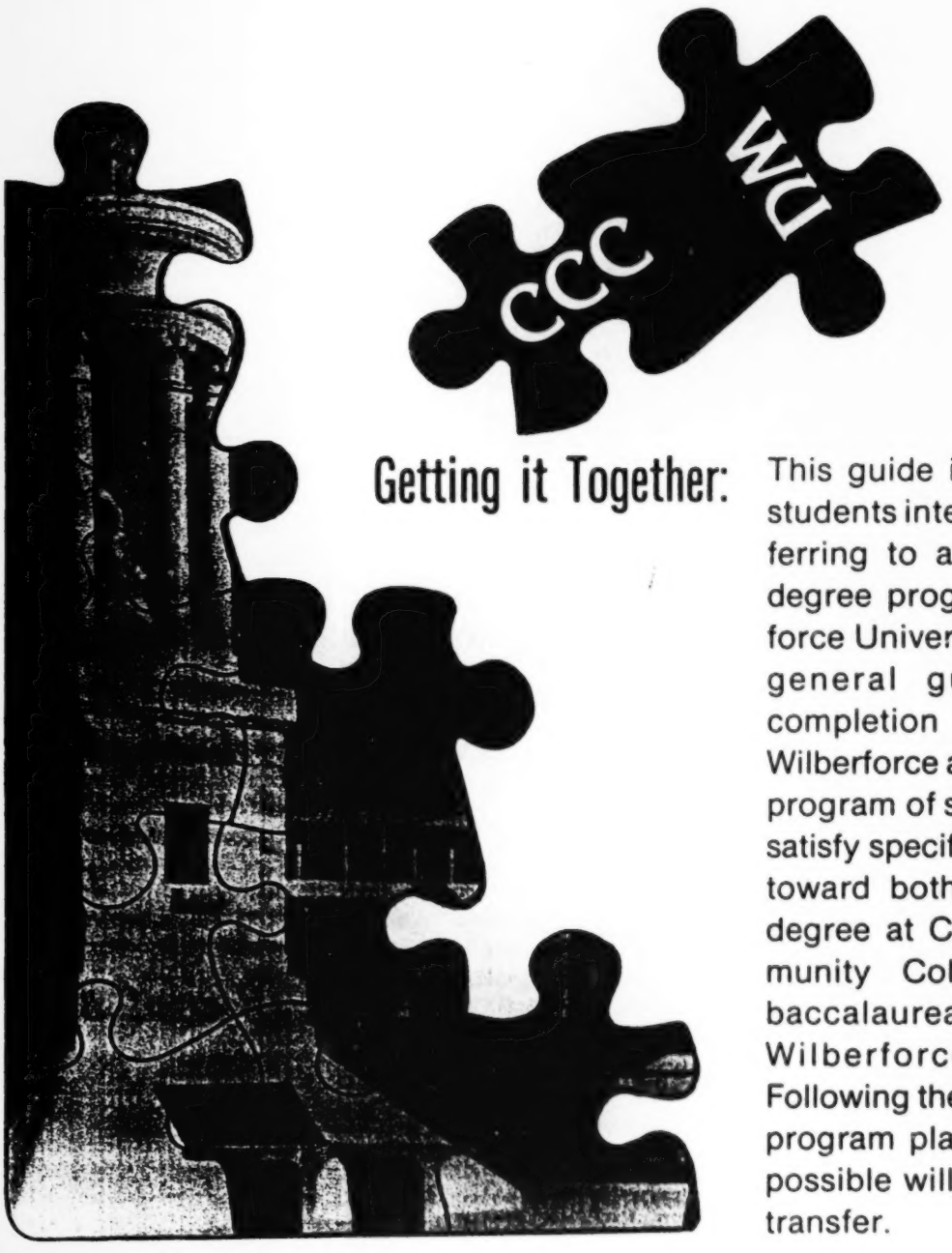
CASE WESTERN RESERVE UNIVERSITY

The Office of the Dean will consult with the appropriate department when a student questions a decision made regarding transfer credit.

OHIO STATE UNIVERSITY

A student should contact the Admissions Office if there are questions about an evaluation of transfer credit. In most cases, the Admissions Office could explain and/or resolve transfer credit questions and problems. A student may need to be referred to a department and/or college office for resolution dependent on the courses in question.

Dual Admission/Transfer Guide
for Cuyahoga Community College and Wilberforce University



Getting it Together:

This guide is designed for students interested in transferring to a baccalaureate degree program at Wilberforce University. It contains general guidelines for completion of a degree at Wilberforce and a suggested program of study which will satisfy specific requirements toward both the associate degree at Cuyahoga Community College and the baccalaureate degree at Wilberforce University. Following the recommended program plan as closely as possible will assure ease in transfer.

Art

Wilberforce in Brief

Wilberforce University is a private four-year liberal arts college accredited by the North Central Association of Colleges and Schools and affiliated with the African Methodist Episcopal Church. Founded in 1856, Wilberforce is the first institution of higher education to be owned and administered by black Americans.

The University is located in southwestern Ohio in the village of Wilberforce, 21 miles east of Dayton. The campus offers the best of two worlds—the tranquility of a rural setting and access to the learning and recreational resources of major urban centers within an hour's drive. Students enjoy the benefits of a small, intimate, residential campus including a student/faculty ratio of 15 to 1. Enrollment in the fall term is typically between 750 and 900 students.

Wilberforce offers baccalaureate degrees (Bachelor of Arts and Bachelor of Science) in twenty-one fields. The degree programs are designed to prepare students to enter professional careers immediately upon graduation and to prepare students for further study in graduate school. The degree programs are offered through four college divisions: Business and Economics, Humanities, Natural Science, and Social Science.

Part of what makes Wilberforce special is the Cooperative Education Program in which all students participate. This program provides a vital link between academic preparation in the classroom and the world of work outside. Students spend at least two terms off campus in full-time jobs for which they are paid. (Students transferring 60 or more semester-hour credits to Wilberforce are required to complete only one cooperative education work assignment.) This introduction to responsible work gives students a head start in building careers and in seeking admission to graduate school.

A variety of student activities support the University's long liberal arts tradition. There are more than 30 student organizations including student government, fraternities and sororities, the University Choir, social and hobby clubs, and scholastic organizations. Also available are intramural sports, concerts, a student newspaper and yearbook, lectures, movies, and much more.

For additional information write or call:

Office of Admissions
Wilberforce University
Wilberforce, Ohio 45384
(513) 376-2911

Dual Enrollment

Wilberforce University and Cuyahoga Community College have a special agreement to admit jointly students who wish to begin their college program at Cuyahoga and transfer to Wilberforce upon successful completion of the Associate of Arts (A.A.) or Associate of Science (A.S.) degree program. A single application will contain the information necessary for admission to both institutions. Students who take advantage of this dual enrollment agreement will be given preferential treatment in admission to Wilberforce as juniors and will be granted the same privileges as native Wilberforce students in preregistering for classes and applying for financial aid and campus housing. Students admitted under the dual enrollment plan and others who have earned the A.A. or A.S. degree will be admitted to Wilberforce with junior class standing.

Courses taken at Cuyahoga Community College may satisfy general studies/core requirements, major requirements, or electives at Wilberforce University. Courses with a grade of D or better will transfer to Wilberforce for students admitted under the dual enrollment agreement. However, only equivalent courses with grades of C or better will satisfy core requirements and requirements for the student's major program. Credit will be awarded only once for any given course or its equivalent.

Transfer Without Dual Enrollment

Students who earn an associate degree at Cuyahoga Community College (CCC) without having entered CCC under the dual enrollment plan may transfer to Wilberforce University. Students who have not completed the associate degree may also apply for admission, preferably after successful completion of one academic year at Cuyahoga Community College. For both groups of students planning to transfer without dual enrollment, Wilberforce will accept equivalent courses with grades of C or better. In some cases non-equivalent courses may be accepted as electives. Grades less than C will not transfer. Credit will be awarded only once for any given course or its equivalent.

Art

The Humanities Division of Wilberforce University offers a major in art leading to the Bachelor of Arts degree. Candidates for the bachelor's degree may specialize in fine art or commercial art. Although the Associate of Arts (A.A.) degree and the Associate of Science (A.S.) degree at Cuyahoga Community College are especially designed to facilitate transfer to four-year college programs, art students seeking the Associate of Applied Business (A.A.B.) Degree with Concentration in Commercial Art are also encouraged to transfer to Wilberforce.

Art students enrolled in the A.A.B. degree program at Cuyahoga will have less opportunity to satisfy Wilberforce's general studies requirements (see back page) before transferring than A.A. or A.S. degree candidates. Students who complete the A.A.B. degree will transfer to Wilberforce with junior class standing but will have general studies courses remaining to complete for graduation. Cuyahoga art courses for which there are no Wilberforce parallels may be accepted in some cases toward Wilberforce's electives for the art major or general electives.

The following course sequence is recommended for Associate of Arts degree candidates. Included are many courses required in the commercial art program leading to the A.A.B. degree at Cuyahoga. Commercial art students should work closely with an academic counselor to plan an appropriate schedule for the purpose of transfer.

Program Planner

First Quarter

___ENG 101 Composition
___HUM 101, 102, or 103
___SOC 101 or SSCI 103
___BIO 101, 102, 103, 111, 112, or 113
___Any Physical Education Course

Second Quarter

___ENG 102 Composition
___MUS 103, 191, 192, or 193
___POL 101 American National Government
___ESCI 102, or 103; or PSCI 101, 102, or 103; or PHY 101, 102, or 103; or CHEM 111
___Any Physical Education Course

Third Quarter

___ENG 103 Composition
___MATH 095 Basic Algebra I
___ART 101 Art Appreciation
___HST 171 African-American History
___Any Physical Education Course

Fourth Quarter

___PHIL 201 World Religions
___DATA 110 or 112
___ART 102 Art History
___ART 105 Drawing I
___GCMT 113 Photography I

Fifth Quarter

___PSY 101 General Psychology
___ART 103 Art History
___ART 106 Drawing II
___ART 108 Design I
___ART 221 Printmaking I
___CART III Typo. & Layout I
___GCMT 114 Photography II

Sixth Quarter

___SPCH 101 Speech Comm.
___HIST 101 Man & Civilization
___ART 104 Art History
___ART 109 Design II
___ART 222 Printmaking II
___CART 112 Typo. & Layout II

Academic Overview

Course Equivalents

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Basic Degree Requirements

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Core Courses

Reading (ENG 097, ENG 098, ENG 099, or ENG 107)
College Composition (ENG 102)
College Composition (ENG 103)
Strategies for College Survival (Waived for students who transfer more than 30 semester hours)
Basic Algebra (MATH 095)
Computer Literacy (DATA 110 or DATA 112)

General Studies Courses

As a liberal arts college Wilberforce seeks to expose students to the content and methods of inquiry of major subject fields. Regardless of their field of study all students must complete at least one course from each of the following groups. (PHIL 201 may be used for either the religion or non-western studies group but not both.) Listed are Cuyahoga Community College courses which will satisfy Wilberforce general studies requirements. Some of the courses may also satisfy degree requirements for the major degree program.

HUMANISTIC TRADITIONS

Intro. to Humanities (HUM 101, 102, or 103)
Man and Civilization (HIST 101, 102, or 103)
Intro. to Philosophy (PHIL 101)

MUSIC

Music Appreciation (MUS 103)
Music History and Literature (MUS 191, 192, or 193)

ART

Art Appreciation (ART 101)
Art History (ART 102, 103, or 104)
Survey of Non-Western Art (ART 120)

RELIGION

Comparative World Religion (PHIL 201)

NON-WESTERN STUDIES

History of Africa (HIST 170)
African-American History (HIST 171)
Comparative World Religion (PHIL 201)
Political Systems of Africa (POL 106)

LITERATURE AND LANGUAGE

Development of Drama (THEA 121, 122, or 123)
Fundamentals of Acting (THEA 150)
Fundamentals of Speech (SPCH 101)
British Literature (ENG 221, 222, or 223)
American Literature (ENG 231, 232, or 233)
Black American Literature (ENG 251 or 252)

BEHAVIORAL SCIENCES

Intro. to Social Science (SSCI 103, 104, or 105)
General Psychology (PSY 101 or 102)
Introductory Sociology (SOC 101)

ECONOMICS AND POLITICAL SCIENCE

American National Government (POL 101)
State and Local Government (POL 102)
Principles of Economics (ECON 161 or 162)

PHYSICAL SCIENCES

Intro. to Physical Science (PSCI 101, 102, or 103)
Introductory Physics (PHYS 101, 102, or 103)
Physical Geology (ESCI 102)
Historical Geology (ESCI 103)
General Chemistry (CHEM 111)

LIFE SCIENCE

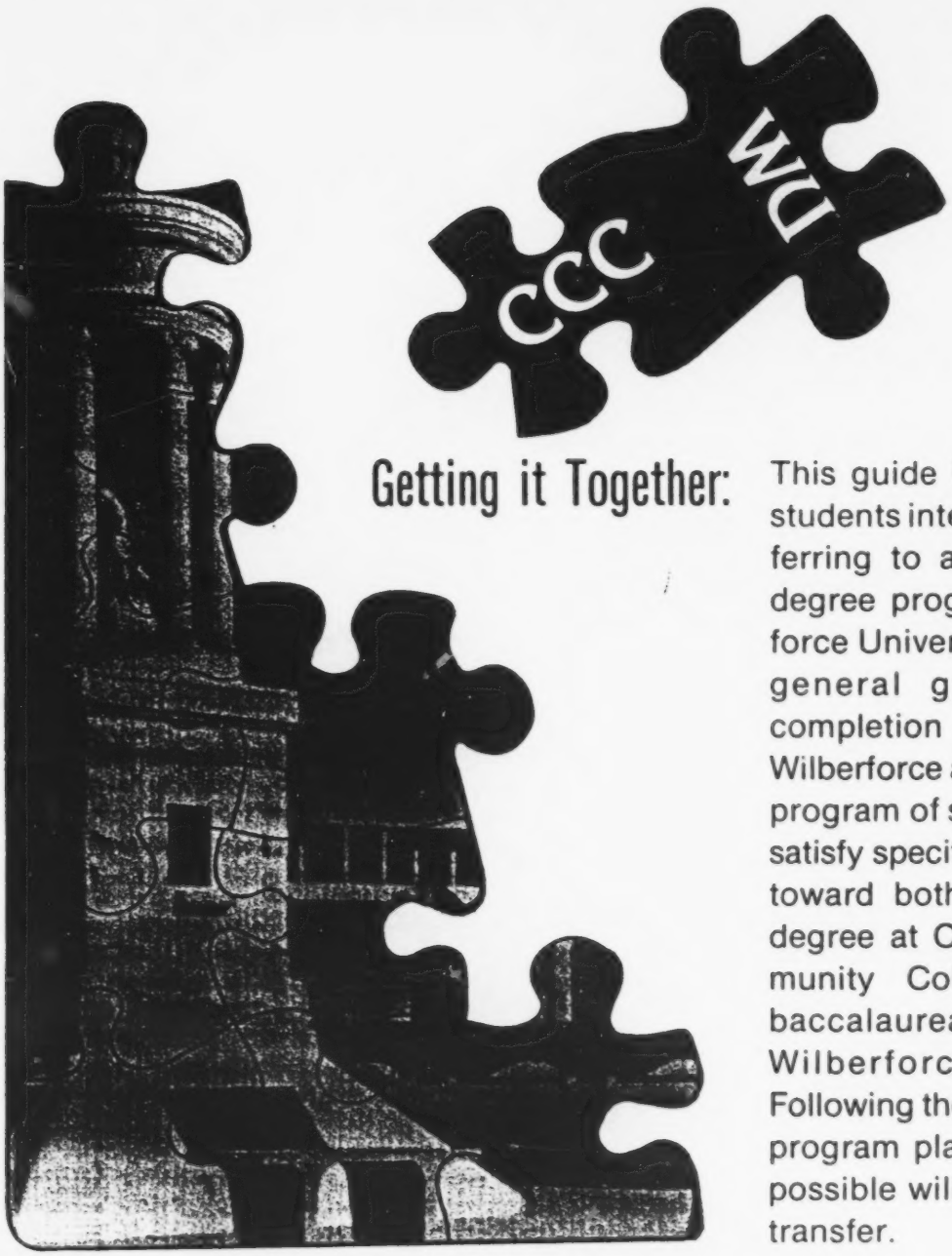
Introductory Biology (BIO 101, 102, or 103)
General Biology (BIO 111, 112, or 113)

HEALTH AND PHYSICAL EDUCATION

Any two courses in physical education

Dual Admission/Transfer Guide

for Cuyahoga Community College and Wilberforce University



Getting it Together:

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Business & Economics Programs

Wilberforce In Brief

Wilberforce University is a private four-year liberal arts college accredited by the North Central Association of Colleges and Schools and affiliated with the African Methodist Episcopal Church. Founded in 1856, Wilberforce is the first institution of higher education to be owned and administered by black Americans.

The University is located in southwestern Ohio in the village of Wilberforce, 21 miles east of Dayton. The campus offers the best of two worlds—the tranquility of a rural setting and access to the learning and recreational resources of major urban centers within an hour's drive. Students enjoy the benefits of a small, intimate, residential campus including a student/faculty ratio of 15 to 1. Enrollment in the fall term is typically between 750 and 900 students.

Wilberforce offers baccalaureate degrees (Bachelor of Arts and Bachelor of Science) in twenty-one fields. The degree programs are designed to prepare students to enter professional careers immediately upon graduation and to prepare students for further study in graduate school. The degree programs are offered through four college divisions: Business and Economics, Humanities, Natural Science, and Social Science.

Part of what makes Wilberforce special is the Cooperative Education Program in which all students participate. This program provides a vital link between academic preparation in the classroom and the world of work outside. Students spend at least two terms off campus in full-time jobs for which they are paid. (Students transferring 60 or more semester-hour credits to Wilberforce are required to complete only one cooperative education work assignment.) This introduction to responsible work gives students a head start in building careers and in seeking admission to graduate school.

A variety of student activities support the University's long liberal arts tradition. There are more than 30 student organizations including student government, fraternities and sororities, the University Choir, social and hobby clubs, and scholastic organizations. Also available are intramural sports, concerts, a student newspaper and yearbook, lectures, movies, and much more.

For additional information write or call:

Office of Admissions
Wilberforce University
Wilberforce, Ohio 45384
(513) 376-2911

Dual Enrollment

Wilberforce University and Cuyahoga Community College have a special agreement to admit jointly students who wish to begin their college program at Cuyahoga and transfer to Wilberforce upon successful completion of the Associate of Arts (A.A.) or Associate of Science (A.S.) degree program. A single application will contain the information necessary for admission to both institutions. Students who take advantage of this dual enrollment agreement will be given preferential treatment in admission to Wilberforce as juniors and will be granted the same privileges as native Wilberforce students in preregistering for classes and applying for financial aid and campus housing. Students admitted under the dual enrollment plan and others who have earned the A.A. or A.S. degree will be admitted to Wilberforce with junior class standing.

Courses taken at Cuyahoga Community College may satisfy general studies/core requirements, major requirements, or electives at Wilberforce University. Courses with a grade of D or better will transfer to Wilberforce for students admitted under the dual enrollment agreement. However, only equivalent courses with grades of C or better will satisfy core requirements and requirements for the student's major program. Credit will be awarded only once for any given course or its equivalent.

Transfer Without Dual Enrollment

Students who earn an associate degree at Cuyahoga Community College (CCC) without having entered CCC under the dual enrollment plan may transfer to Wilberforce University. Students who have not completed the associate degree may also apply for admission, preferably after successful completion of one academic year at Cuyahoga Community College. For both groups of students planning to transfer without dual enrollment, Wilberforce will accept equivalent courses with grades of C or better. In some cases non-equivalent courses may be accepted as electives. Grades less than C will not transfer. Credit will be awarded only once for any given course or its equivalent.

Programs in Business and Economics

The Business and Economics Division of Wilberforce University offers majors in the following areas leading to the Bachelor of Science degree:

- Accounting
- Business Economics
- Economics
- Computer Information System
- Finance
- Management
- Marketing

Transfer into the Business and Economics Division is encouraged for students who have completed the Associate of Arts or the Associate of Science degrees at Cuyahoga Community College. Although the A.A. and A.S. degrees are especially designed to facilitate transfer to four-year college programs, Cuyahoga graduates who have earned the Associate of Applied Business degree or the Associate of Labor Studies degree may also transfer to a business major at Wilberforce. With careful selection of courses at Cuyahoga Community College, students in any of these degree programs may satisfy the general studies/core requirements and major requirements of the first two years at Wilberforce.

Completion of the following course sequence is suggested. Additional courses may be needed for particular associate degree programs at Cuyahoga Community College. Students should consult a counselor in making appropriate course selections.

Program Planner

First Quarter

___ENG 101 Composition
___PHIL 101; or HUM 101, 102, or 103
___SOC 101 or SSCI 103
___BIO 101, 102, 103, 111, 112, or 113
___Any Physical Education Course

Second Quarter

___ENG 102 Composition
___MUS 103, 191, 192, or 193
___POL 101 American National Government
___ESCI 102 or 103; or PSCI 101, 102 or 103; or PHYS 101, 102, or 103; or CHEM 111
___Any Physical Education Course

Third Quarter

___ENG 103 Composition
___MATH 102 Intermediate Algebra
___ART 101, 102, 103, 104, or 120
___HIST 171 African-American History
___Any Physical Education Course

Fourth Quarter

___MATH 115 College Algebra
___PHIL 201 World Religions
___DATA 110 or 112
___ACCT 107 Business Accounting Appl.

Fifth Quarter

___MATH 141 Elem. Probability & Stat.
___ECON 161 Principles of Economics
___ACCT 121 Principles of Accounting
___Humanities Elective

Sixth Quarter

___MATH 142 Elem. Probability & Stat.
___ECON 162 Principles of Economics
___ACCT 122 Principles of Accounting
___SPCH 101 Speech Comm.

NOTE: Other recommended courses include BADM 108, BADM 112, and MARK 201.

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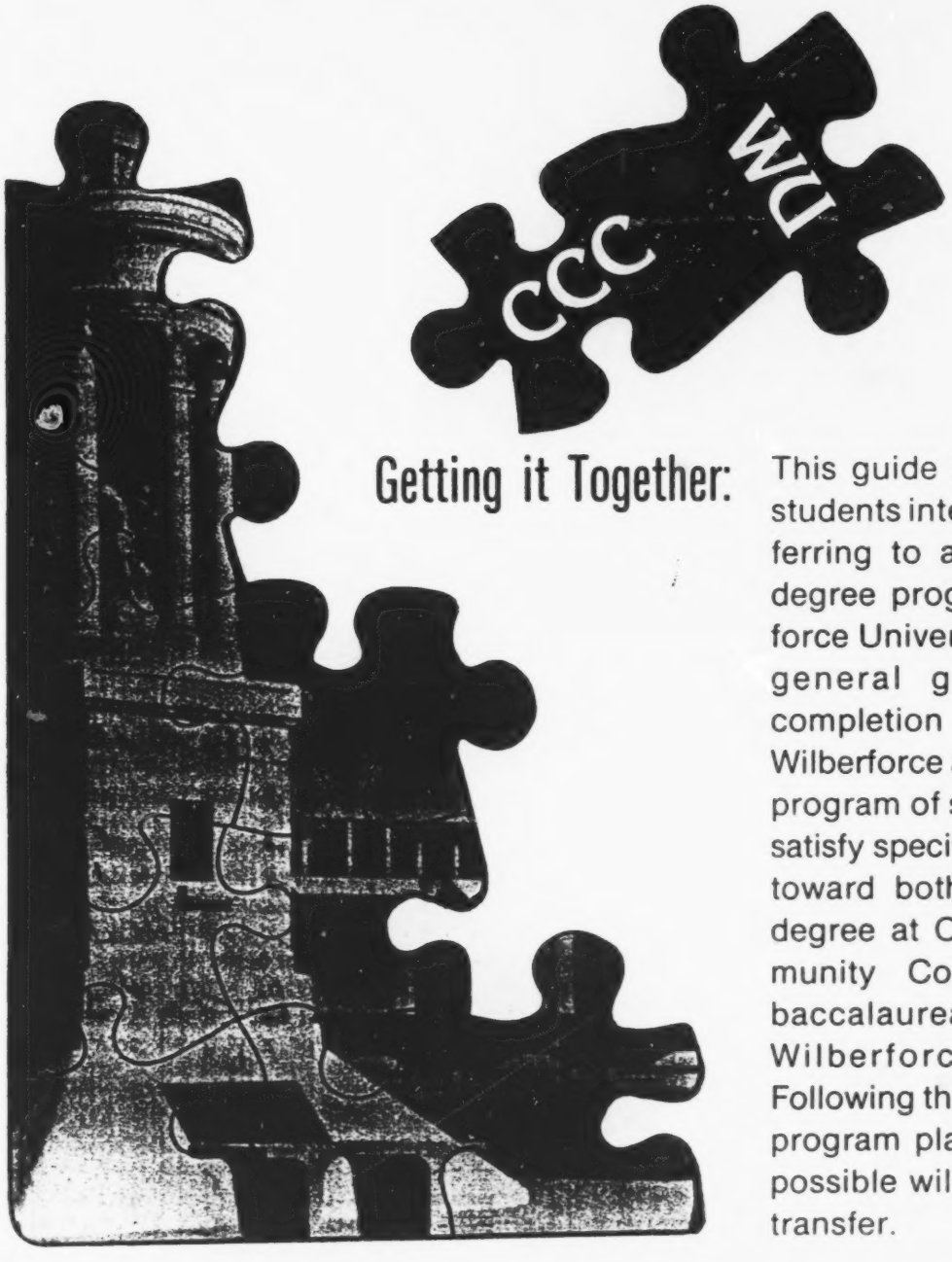

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Engineering Program

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Engineering Program

General Description

Wilberforce University offers an engineering program in cooperation with the University of Dayton (UD). The five-year program includes three years of study at Wilberforce and two years at UD. The first three years are devoted to completion of foundation courses in chemistry, physics, mathematics, and engineering and completion of general studies/core requirements set for all students at Wilberforce. The last two years at UD cover advanced topics in the engineering curriculum. A student must have a cumulative grade point average of no less than 2.50 to be permitted to begin advanced engineering work at UD. A student with an average less than 2.0 will be dropped from the engineering program entirely.

Students may choose to concentrate in one of four engineering areas: civil, chemical, electrical, or mechanical. Practical work experience in these areas is made possible through Wilberforce's Cooperative Education Program. All engineering students are required to complete four co-op work assignments. This requirement exceeds that of students in other degree programs but is essential in preparing engineering students for careers in a rapidly changing technological field.

The engineering program at Wilberforce is designated a "dual degree program." Upon completion of the program the student receives an engineering degree from the University of Dayton *and* a degree in comprehensive science or mathematics from Wilberforce.

Engineering Transfers

Most courses needed in the first two years of the engineering program are offered at Cuyahoga Community College. Transfer to Wilberforce University will be facilitated by following the suggested program plan below. This plan emphasizes completion of the foundation courses in science and mathematics, leaving most general studies courses to be taken after the student transfers to Wilberforce. Modifications in the recommended program of study should be made in consultation with an academic counselor.

Engineering students transferring to Wilberforce with 60 or more semester hours will be required to complete only three cooperative education assignments.

Program Planner

First Quarter

___ENG 101 Composition
___MATH 115 College Algebra
___DATA 112 Intro. to Microcomputers
___CHEM 111 General Chemistry I
___Any Physical Education Course

Second Quarter

___ENG 102 Composition
___MATH 121 Elem. Math. Analysis
___DATA 215 Numerical Methods and Computers
___CHEM 112 General Chemistry II
___Any Physical Education Course

Third Quarter

___ENG 103 Composition
___MATH 122 Elem. Math. Analysis
___ENGR 112 Engineering Report Construction
___CHEM 113 Gen. Chemistry III
___Any Physical Education Course

Fourth Quarter

___MATH 151 Calculus I
___ENGR 121 Engineering Drawing
___PHYS 121 Engineering Physics I
___CHEM 211 Organic Chemistry I (chemical engineers only) or SPCH 101 Speech Comm.

Fifth Quarter

___MATH 152 Calculus II
___ENGR 122 Engineering Drawing (civil and mechanical engineers only) or HIST 171 African-American History
___PHYS 122 Engineering Physics II
___SOC 101 or SSCI 103
___CHEM 212 Organic Chemistry II (chemical engineers only) or MUS 103 Music Appreciation

Sixth Quarter

___MATH 153 Calculus III
___ENGR 123 Engineering Drawing (civil and mechanical engineers only) or PHIL 201 World Religions
___PHYS 221 Engineering Physics III
___POL 101 American National Government
___CHEM 213 Organic Chemistry III (chemical engineers only) or ART 101 Art Appreciation

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Computer Literacy (DATA 110 or DATA 112)

General Studies Courses

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Man and Civilization (HIST 101, 102, or 103)
Intro. to Philosophy (PHIL 101)

MUSIC

Music Appreciation (MUS 103)
Music History and Literature (MUS 191, 192, or 193)

ART

Art Appreciation (ART 101)
Art History (ART 102, 103, or 104)
Survey of Non-Western Art (ART 120)

RELIGION

Comparative World Religion (PHIL 201)

NON-WESTERN STUDIES

History of Africa (HIST 170)
African-American History (HIST 171)
Comparative World Religion (PHIL 201)
Political Systems of Africa (POL 106)

LITERATURE AND LANGUAGE

Development of Drama (THEA 121, 122, or 123)
Fundamentals of Acting (THEA 150)
Fundamentals of Speech (SPCH 101)
British Literature (ENG 221, 222, or 223)
American Literature (ENG 231, 232, or 233)
Black American Literature (ENG 251 or 252)

BEHAVIORAL SCIENCES

Intro. to Social Science (SSCI 103, 104, or 105)
General Psychology (PSY 101 or 102)
Introductory Sociology (SOC 101)

ECONOMICS AND POLITICAL SCIENCE

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State and Local Government (POL 102)
Principles of Economics (ECON 161 or 162)

PHYSICAL SCIENCES

Intro. to Physical Science (PSCI 101, 102, or 103)
Introductory Physics (PHYS 101, 102, or 103)
Physical Geology (ESCI 102)
Historical Geology (ESCI 103)
General Chemistry (CHEM 111)

LIFE SCIENCE

Introductory Biology (BIO 101, 102, or 103)
General Biology (BIO 111, 112, or 113)

HEALTH AND PHYSICAL EDUCATION

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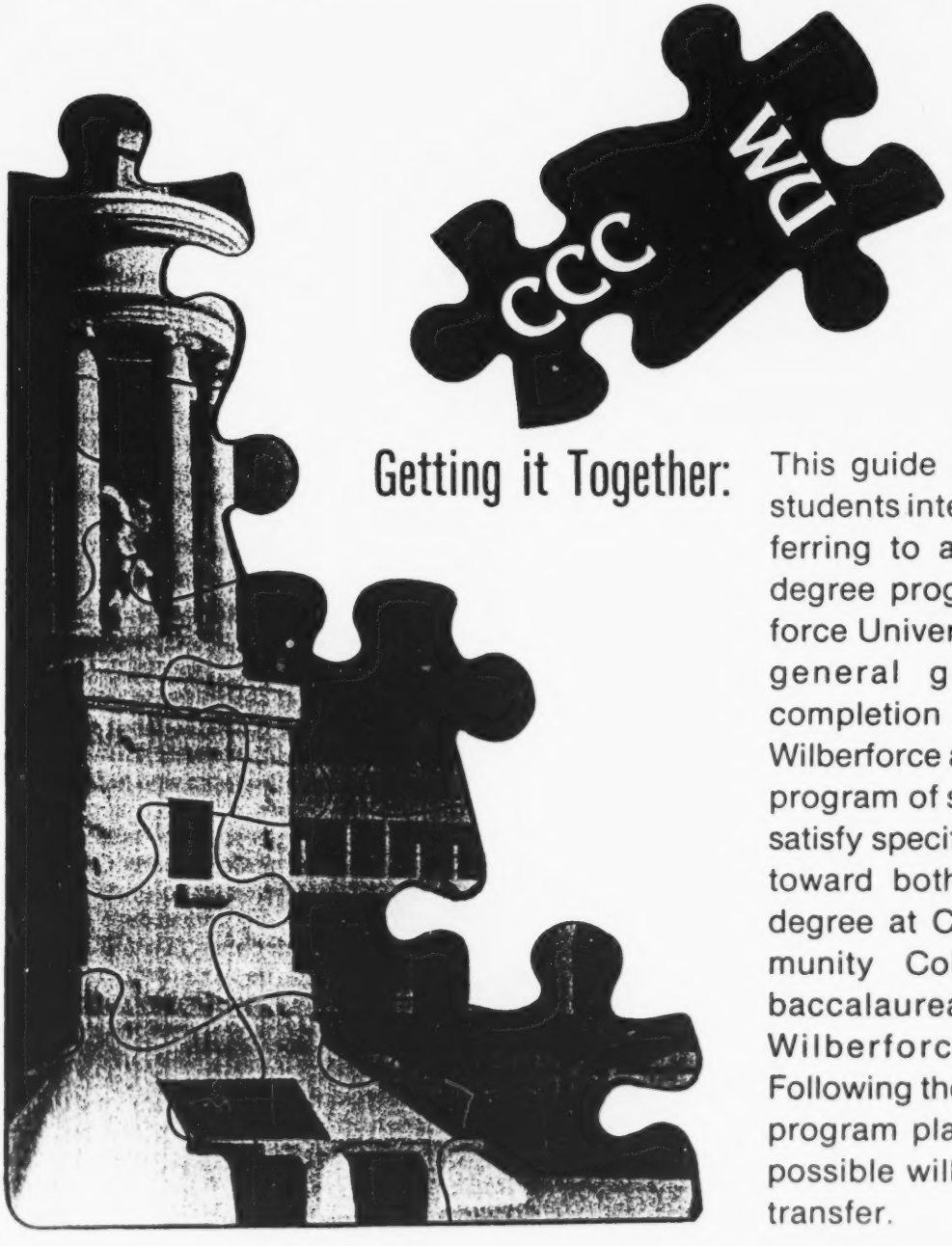

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Psychology

Academic Overview

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Intro. to Philosophy (PHIL 101)

MUSIC

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ART

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Courses taken at Cuyahoga Community College may satisfy general studies/core requirements, major requirements, or electives at Wilberforce University. Courses with a grade of D or better will transfer to Wilberforce for students admitted under the dual enrollment agreement. However, only equivalent courses with grades of C or better will satisfy core requirements and requirements for the student's major program. Credit will be awarded only once for any given course or its equivalent.

Transfer Without Dual Enrollment

Students who earn an associate degree at Cuyahoga Community College (CCC) without having entered CCC under the dual enrollment plan may transfer to Wilberforce University. Students who have not completed the associate degree may also apply for admission, preferably after successful completion of one academic year at Cuyahoga Community College. For both groups of students planning to transfer without dual enrollment, Wilberforce will accept equivalent courses with grades of C or better. In some cases non-equivalent courses may be accepted as electives. Grades less than C will not transfer. Credit will be awarded only once for any given course or its equivalent.

Psychology

The Social Science Division of Wilberforce University offers majors in four areas leading to the Bachelor of Arts degree:

- Political Science/Pre-Law
- Psychology
- Rehabilitation Services
- Sociology

The psychology program is that area which offers instruction in the theories and methods of investigation of human behavior. Depending on the choice of electives in the major, the psychology program may emphasize personal development, effectiveness of organizations, mental health counseling, social psychology or comprehensive psychology.

Completion of the following course sequence is recommended. Students should consult an academic advisor regarding specific course selections.

Program Planner

First Quarter

___ENG 101 Composition
___SOC 101 Intro. Sociology
___PHIL 101; or HUM 101, 102, or 103
___BIO 101, 102, 103, 111, 112, or 113
___Any Physical Education Course

Second Quarter

___ENG 102 Composition
___MUS 103, 191, 192, or 193
___POL 101 American National Government
___ESCI 102 or 103; or PSCI 101, 102, or 103; or PHYS 101, 102, or 103; or CHEM 111
___Any Physical Education Course

Third Quarter

___ENG 103 Composition
___MATH 102 Intermed. Algebra
___ART 101, 102, 103, 104, or 120
___HST 171 African-American History
___Any Physical Education Course

Fourth Quarter

___PSY 101 General Psychology
___PHIL 201 World Religions
___DATA 110 or 112
___SPCH 101 Speech Comm.

Fifth Quarter

___SOC 205 Social Services
___PSY 102 General Psychology
___BADM 108 Intro. to Business
___ACCT 121 Principles of Accounting
___Humanities Elective

Sixth Quarter

___PSY 205 Dynamics of Human Behavior
___PSY 207 Behavior Modification
___SOC 121, 201, or 231
___PSY 108, 201, or 203

Cuyahoga Community College

INDIVIDUALIZED EDUCATIONAL PLAN

Assessment Results
Reading _____
Writing _____
Speech _____
Math _____

NAME _____ STUDENT NUMBER _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

TELEPHONE (Home) _____ (Business) _____
(area code) (area code)

Reviewed by: _____
Counselor/Advisor

Current Educational Goal

I. Associate of Applied Business _____
Associate of Applied Science _____
Associate of Arts _____
Associate of Individual Studies _____
Associate of Labor Studies _____
Associate of Science _____
Associate of Technical Studies _____

Concentration in: _____
NOTE: Appropriate Program Planner and Transfer Guide (if applicable) are attached.

II. Certificate in: _____

III. Other: Enrichment _____ Personal _____
NOTE: Tentative Program Planner is Attached.

Planned Enrollment Status

Half-Time _____
Three-Quarter Time _____
Full-Time _____

Expected Graduation Date

_____

Previous college(s) attended if transferring courses to Cuyahoga Community College:

_____

Number of Transfer Hours _____

I understand these are my responsibilities:

- o I will provide my high school transcript or GED results.
- o I understand assessment results will determine my initial course placement.
- o I will follow the attached program planner to fulfill my declared educational goal.
- o I will see my counselor/advisor if I change my course of study.
- o I understand the College policy on class attendance
- o I will meet with my instructor(s) if I receive a "D" or "F" in two class assignments or tests.
- o I will inform the appropriate offices (Financial Aid, Counseling, Veterans, etc.) of my intent to either repeat or withdraw from a class(es).
- o I will complete a withdrawal form in the Admissions & Records office by the date designated in the quarterly class schedule booklet for each course I plan to drop.
- o I will maintain good academic standing according to standards found in the College catalog.

_____ _____
(Student Signature) (Date)

White copy--Counseling Canary copy--Administrative Pink copy--Student

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BEST COPY AVAILABLE

Cleveland City Schools Health Careers Center

- **Operating Room Assistant**
- Cuyahoga Community College
- **Surgeon's Assistant**

Cleveland City Schools

Health Careers Center

operating room assistant

You can learn the basic skills and related knowledge needed for a career as an operating room assistant at the Health Careers Center.

Operating Room Assistant

The Operating Room Assistant Program is a two-year program designed to prepare a student to work with the hospital surgical team as a surgical technologist in performing preoperative, operative, and post operative tasks. Students learn about decontaminating, cleaning, packaging, sterilizing, storing and dispensing surgical supplies and equipment according to prescribed procedures and techniques. They also learn to operate and maintain steam and gas sterilizers, generators, resuscitators, suction pumps and other surgical laboratory equipment.

Eligible seniors will be placed in a cooperative clinical experience.

Factors Related to Successful Program Completion

- Reliable, discreet, neat and accurate
- Good organizational ability
- A sincere concern for others
- Good health

The Health Careers Center

As part of the Cleveland Public School System, the Health Careers Center is a vocational magnet school for 11th and 12th graders residing anywhere in Cleveland, Ohio. It is located at 1740 E. 32 St., between Chester and Payne Ave.

This unique high school prepares young people for careers in the following health care fields.

- Dental Assistant
- Dental Lab Assistant
- Medical Assistant
- Medical Lab Assistant
- Operating Room Assistant
- Optical Lab Assistant

Any 10th grader currently enrolled in the Cleveland Public Schools may apply to the Health Careers Center.

The Center works in conjunction with the Kaiser Foundation, Mt. Sinai Medical Center and many other neighborhood clinics and hospitals.

In addition to health-related classes, English, math, science, foreign language, social studies, physical education and remedial math and reading are offered at the Center.

Who Are the Students

The juniors and seniors at the Health Careers Center come from all over the City of Cleveland with virtually every public high school represented.

How the Students Are Selected

Tenth graders complete a unified application obtained from their guidance counselor at the present school. Students are randomly chosen from the completed applications.

Transportation

School bus transportation is NOT provided. Students, who qualify, may receive RTA tickets.

Career Guidance

The Career Guidance Program at the Health Careers Center is the culmination of the Career Education curriculum of the Cleveland Public Schools.

Students at the Center will be able to enter the final phase of their career education.

Major Advantages of the Health Careers Center

- Guest lecturers from various health fields regularly address students
- Field trips to numerous health care facilities
- Eligible juniors participate in a shadowing program in order to experience the health care workplace first-hand
- Eligible seniors work at clinical sites to demonstrate their knowledge through performance of activities, tasks and responsibilities

Following Graduation

Many graduates enter the health field upon graduation, while a significant number pursue additional education.

The Surgeon's Assistant Program at Cuyahoga Community College

First-year students in the program study basic sciences, surgical anatomy, fundamentals of surgery and surgical patient care. Skills used in an operative procedure are developed in a simulated surgical environment in the laboratory. Students apply their knowledge and skills in clinical experience in hospitals and surgeons' offices during the second year.

Graduates of the program earn an Associate of Applied Science degree.

For More Information

For more information, contact your high school counselor, the Health Careers Center at 579-9984, or Cuyahoga Community College's Surgeon's Assistant Program at 842-7773.

Cuyahoga Community College

ERIC Clearinghouse for Junior Colleges
APR 24 1987